DOCUMENT RESUME

ED 169 206 A 001 065

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Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, *Annotated Bibliographies, *Documentation, Education, Educational Research, *Educational Resources, Indexes (Locaters), *Information Dissemination, *Instructional Materials, Literature Reviews, Periodicals, Resource Guides, Technical Reports
Identifiers-ERIC, *Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institutions, Publication Type, and ERIC Clearinghouse Number. This Special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED 169 207 CE 016 853

Literacy Documentation. Volume VII, Number 1, 1978.
International Inst. for Adult Literacy Methods, Teheran (Iran)
Pub Date-78
Note-72p.; Not available in hard copy due to light type in original document
Journal Cit-Literacy Documentation; v7 n1 1978
Pub Type- Collected Works - General (020) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Adult Literacy, Case Studies (Education), Continuous Learning, Curriculum Development, Developing Nations, Developmental Programs, Educational Change, Educational History, Educational Needs, Educational Philosophy, Educational Policy, Family Planning, Functional Illiteracy, Literacy, *Literacy Education, Material Development, Migrant Adult Education, Nonformal Education, *Program Descriptions, Program Development, *Reports, *Research Projects, Rural Development, Rural Education, *Teacher Education, Teaching Methods, Womens Education

Three abstracts and seventy-five acquisitions related to adult literacy are presented. A few of the acquisition entries are in French. The abstracts are of the following: Directory of Organizations Offering Literacy Training Courses,'' by the International Institute of Adult Literacy Methods; Directory of Universities and Institutes Offering Literacy Training Programmes,'' by the International Institute for Adult Literacy Methods; and Literacy Teacher: Interpretative Bibliography,'' prepared by Dr. K. D. Sharma. The acquisitions are listed by number, type of publication, author, title, publication place, publisher, publication data, and number of pages. Descriptors are provided for each entry. There are five indexes: author, geographical, meeting and corporate body, subject term, and title. (CSS)

ED 169 208 CE 017 429

Motivation. Literacy Bibliographies 15.

International Inst. for Adult Literacy Methods, Teheran (Iran).
Pub Date-Mar 78
Note-13p.; Not available in hard copy due to light type in original document
Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Basic Education, Adult Literacy, *Adult Students, Developed Nations, Developing Nations, Educational Philosophy, Functional Illiteracy, *Literacy Education, Program Descriptions, Program Development, Reading Skills, Reports, Research Projects, *Student Motivation, Volunteers, Writing Skills

This bibliography contains references to research reports, program descriptions, and educational philosophy expositions concerned with the motivation of adult literacy students. The eighty-two entries are from around the world, and some are in French and Spanish. The literature covers a wide range of topics, including programs for volunteers, adult basic education, literacy education, family planning, and independent study. (CSS)

Literacy Evaluation. Literacy Bibliographies 8.
International Inst. for Adult Literacy Methods, Teheran (Iran).
Pub Date-Oct 77
Note-28p.; Not available in hard copy due to light type in original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education, Adult Education, *Adult Literacy, Developed Nations, Developing Nations, Educational Radio, *Evaluation Methods, Family Planning, Functional Illiteracy, Labor Education, *Literacy Education, Program Development, *Program Effectiveness, *Program Evaluation, Rural Education

This bibliography contains references to literacy education evaluation reports and evaluation method descriptions. The 161 entries are from around the world and some are in French or Spanish. The references cover a wide range of topics and include evaluation reports on programs in adult basic education, family planning, educational radio, functional literacy, labor education, and farmer education. (CSS)

ED 169 210 CE 017 431

Post Literacy. Literacy Bibliographies 6.
International Inst. for Adult Literacy Methods, Teheran (Iran).
Pub Date-Aug 77
Note-14p.; Not available in hard copy due to light type in original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Adult Literacy, Developed Nations, Developing Nations, *Functional Illiteracy, Labor Education, *Literacy Education, Material Development, Program Descriptions, Program Development, Reading Materials, *Reading Skills, Reports, Research Projects, Retention, Writing Skills

This bibliography contains references to studies and reports concerned with newly literate adults. The eighty-eight entries are from around the world, and a few are in French or Spanish. The literature covers a wide range of subjects relevant to rural and urban populations in developing and developed nations. Among the references are descriptions of program, material, and curriculum development for neo-literates. These neo-literates include agricultural laborers, industrial workers, and other special populations. Several bibliographic entries relate to retention of literacy skills. Some research studies are referenced. (CSS)

ED 169 211 CE 017 724

A Systems Management Approach to Career Education. Annual Report.
Community School District 18, Brooklyn, N.Y.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007503739
Note-155p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Rating Scales, *Career Development, *Career Education, *Communication Skills, Community Involvement, Counseling Programs, *Curriculum Development, Elementary Education, Faculty Development, Inservice Teacher Education, Junior High Schools, Media Selection, *Program Development, Program Effectiveness, Program Evaluation, Teaching Skills
Identifiers-Behavior Rating Analysis Communication Education, *Comprehensive Career Guidance, Education Amendments 1974

Elementary and junior high schools in Community School District 18 in Brooklyn, New York, participated in a project to develop and implement a comprehensive system of guidance, counseling, and curriculum. The following major activities were accomplished: (1) research and review of existing programs and materials; (2) design of a comprehensive management and instructional delivery system which can be readily applied to elementary and junior high school environment; (3) development of program and subprogram objectives activities, and materials around a cluster of emerging technologies and related careers (five modules were developed); (4) development of user guides to ensure the transportability of both the management system and the curricular materials; (5) development of pedagogical in-service training agendas and workshops in the application of the user guides, comprehensive system, and program materials; (6) selection of demonstration schools for the implementation of the comprehensive system (two schools with the target population of 117 pupils served as pilot sites); and (7) development of a district, community-wide data bank of human resources. Two behavioral objectives were the focus of the evaluation: (1) to improve teacher motivation and service skills, and (2) to improve student self-concept, motivation, and peer interaction skills. The BRACE (Behavior Ratings and Analysis of Communication in Education) instrument was used to collect data. The evaluation is still in progress, but data accumulated thus far indicate positive results. (Instructional modules and User Guides are appended.) (BM)

ED 169 212 CE 017 939

Job Training Programs Need More Effective Management. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-78-96
Pub Date-7 Jul 78
Note-68p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Problems, Dropout Rate, Employment Opportunities, *Employment Programs, Evaluation Needs, Failure Factors, Federal Programs, Information Needs, Job Placement, Job Skills, *Job Training, Management, Management Information Systems, Needs Assessment, Occupational Guidance, *Program Administration, Program Costs, *Program Effectiveness, Program Evaluation, *Program Improvement, Success Factors, Vocational Education
Identifiers-*Comprehensive Employment and Training Act

An evaluation was made of the classroom and on-the-job training programs administered locally under Title I of the Comprehensive Employment and Training Act (CETA) in six states (California, Massachusetts, Illinois, Minnesota, Nevada, and Wisconsin). Based on samples of over 3,000 trainees during fiscal year 1976, it was found that job placement and retention (approximately one-third kept their jobs after six months) were low, while the cost per placement was high, ranging from $1,500 to $15,100. While factors such as the participants' capabilities and motivation affected the success of the training programs, it appeared that the programs needed substantial improvement. The following shortcomings were found to exist: (1) program sponsors did not adequately assess applicants before career planning; (2) counseling services were not provided; (3) dropouts occurred because of lack of motivation or transportation; (4) training was offered for occupations that had low demand in the job market; (5) trainees did not attain skill levels required for employment; and (6) participants were placed in jobs that were not related to their training, were seasonal, had a high turnover, or paid little more than minimum wage. It was also recommended that program management be improved, that performance standards be developed, that more comprehensive and accurate management information systems be devised, and that more adequate monitoring and evaluation be conducted. (ELG)

ED 169 213 CE 018 058

Bishop, Edward W.
Police Management Training. Factors Influencing DWI Dunlap and Associates, Inc., Darien, Conn.
Spons Agency-Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date-Oct 76
Note-133p.; For related documents see ED 118 879 and CE 020 242-243
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00260-7)
Pub Type- Guides - Classroom - Teacher (052) - Information Analysis (070) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Alcohol Education, Case Studies, Chemistry, Decision Making, *Management Education, *Police, Police Action, Reports, Research, Supervisors, *Traffic Regulations, *Traffic Safety, Training Objectives, *Workshops

The problems of alcohol as it affects highway safety is the subject of this manual, which was prepared for a three-day training workshop. The manual is addressed to police command and supervisory personnel and is concerned with increasing the rate of alcohol-related enforcement by making these personnel aware of the many factors that influence a patrolman's arrest decision and by helping them to identify appropriate management actions based on those factors. The foreword and section 1 contain background information which explains how the workshop was developed. Section 2 and appendix A summarize the research studies and results that are the foundation of the training. Section 3 explains the workshop objectives, gives a schedule of the several units that make up the workshop, and tells what is expected of the workshop participant. Other appendexes contain case-study material, special considerations of the controlled drinking demonstration, and a brief description of the chemistry and physiological effects of alcohol. The bibliography lists several sources of information about alcohol and highway safety. (CT)

ED 169 214 CE 018 258

Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities. Second Interim Report.

Watertown Independent School District 1, S. Dak.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Aug 78
Grant-G08-76-00114
Note-195p.; NOt available in hard copy due to poor print quality; for a related document see ED 146 358
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills, *Career Development, *Career Education, Career Planning, *Dropout Programs, Experiential Learning, Information Dissemination, Occupational Clusters, Occupational Guidance, Postsecondary Education, Program Development, Program Evaluation, *School Community Cooperation, School Industry Relationship, Success Factors, Vocational Counseling, *Work Experience Programs, Young Adults
Identifiers-Pathfinder

A three-year project, Pathfinder has concluded its second year of providing community-based, on-site career experiences to young people who have left high school either as graduates or dropouts and who wish to explore careers within a framework of occupational clusters. During the year from September, 1977, to August, 1978, 172 students received guidance, counseling, instruction in basic skills, or work experience. To evaluate the program's achievements for this time period, the following procedures were used: a followup survey of some previous year's clients; a pre- and post-assessment of development in basic skills, career knowledge, and decision-making; community site personnel questionnaires; interviews with second-year clients; and site visitations. Based on the evaluation data collected, it was concluded that (1) the project is functioning very satisfactorily; (2) the number of clients being served has increased significantly in the second year; (3) those who have completed the program indicate satisfaction with it; (4) participants' mathematical achievement levels were raised; (5) career counseling and assessment are considered particularly valuable; (6) the project staff has an excellent relationship with community site personnel; (7) dissemination efforts were increased; and (8) recordkeeping improved. Areas for future improvement include greater emphasis on basic English skills, a more efficient feedback system from former students, and the initiation of small group learning situations. (ELG)

ED 169 215 CE 018 572

Future Directions for a Learning Society.
College Entrance Examination Board, New York, N.Y.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-78
Note-20p.
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, *Adult Education, Adult Learning, *Continuous Learning, *Educational Needs, Educational Opportunities, Futures (of Society), Information Dissemination, Policy Formation, *Program Development
Identifiers-Future Directions for a Learning Society

The College Board's Future Directions for a Learning Society (FDLS) program has increasingly focused on improving access and transition for adult learners. The "learning society" is a name for what is happening and for an ideal. The challenge is to build bridges from what is to what could be. Although over seventeen million adult Americans participate in organized education or learning activities, the needs for education and educational services remain great. To meet some of these needs, the FDLS has initiated a program (1) to make projections of future societal trends and needs that have implications for adult learning, (2) to disseminate information on the needs of adult learners and of agencies, institutions, and others that serve them, (3) to promote improved public policy and public understanding about lifelong learning, and (4) to establish services to improve adult access and transitions to learning opportunities. (CSS)

ED 169 216 CE 018 789

Adult Learning Services: A Status Report on Programs of the New York State Education Dept., Albany. Adult Learning Services Committee.

Pub Date-Oct 78
Note-27p.; Not available in hard copy due to small type of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, Adult Education, *Adult Education Programs, *Adult Learning, Adults, Comprehensive Programs, *Educational Opportunities, Elementary Secondary Education, Policy Formation, Postsecondary Education, *State Departments of Education, Statewide Planning
Identifiers-*New York

This paper describes the development of an array of adult services within New York State's educational structure. The first of seven sections reviews the roles of Melvin Dewey, the 1938 Regents Inquiry, and Proficiency Exams/Regents Degrees in the evolution of state education policy. In section 2, three studies (1972 Postsecondary Education Study, 1975 Continuing Education Needs Assessment, and the 1978 Study of Adult Education) are reviewed and conclusions are drawn from the studies' results. The Adult Learning Services Project, a response to the studies' findings, is described. The next four sections discuss various state education department services: (1) services to adults who have not completed high school (adult basic education, high school equivalency, right to read, and consumer homemaking); (2) services to adults at the postsecondary level (college proficiency examinations, the regents external degree, Empire State College, program on noncollegiate-sponsored instruction, volunteer advisory network, library independent learner projects, Higher Education Act Title IA, and professional continuing education); (3) multi-level services (occupational rehabilitation, veterans education, occupational education, parent education, employees of other state agencies, and correction institutions); and (4) informal services (museums and television). In the final section, the state education department's future tasks to meet adult needs are identified. (CSS)

ED 169 217 CE 018 855

Development of State Plan for Career Education in Alabama. Final Report.

Alabama State Dept. of Education, Montgomery.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 77
Grant-G007604177
Note-250p.; For related documents see ED 132 284 and ED 138 786; Photographs will not reproduce well
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Administrative Personnel, *Advisory Committees, *Career Education, Educational Needs, Educational Objectives, Educational Resources, Elementary Secondary Education, *Needs Assessment, Parents, Postsecondary Education, Public Relations, *State Surveys, *Statewide Planning, Teachers
Identifiers-*Alabama, Education Amendments 1974

This state plan for career education in Alabama describes the first-year objectives and operational procedures of the State Advisory Council for Career Education. Activities of the following six task forces are reported: (1) needs assessment for grades K-12, (2) postsecondary needs assessment, (3) noneducational (business and industry) needs assessment; (4) public relations, (5) budget, and (6) resource identification. Most of this document reports the results collected by six needs assessment instruments which were used to survey grades K-3, 4-6, 7-9, 10-12, parents and administrators and teachers. Overall results are summarized; in addition, detailed data are provided for each instrument. A Gantt chart outlines the one-year goals which were achieved, and the five-year goals are enumerated. Evaluation plans, dissemination activities, special activities, and anticipated changes and/or problems are briefly described. Appended materials include the needs assessment instruments, minutes of the meetings, and related correspondence. (BM)

ED 169 218 CE 018 860

Project to Develop a Wisconsin State Plan for Career Education. Final Report.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jun 77
Grant-G007604187
Note-178p.; Not available in hard copy due to reproducibility problems; For related documents see ED 132 284 and ED 138 786
Pub Type- Tests/Questionnaires (160) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Career Education, Educational Resources, *Evaluation Methods, Information Dissemination, *Needs Assessment, Objectives, *Statewide Planning, Student Needs
Identifiers-Education Amendments 1974, *Wisconsin

This document describes the development of a Wisconsin state plan for career education. First, the profile of the proposal is presented. Next, the major activities are described, including formation of the advisory group; needs assessment of students, educational staff, and community groups; identification of resources; and the development of short- and long-range plans. Evaluation methods, findings, and implications are summarized. Finally, brief descriptions of dissemination activities and special activities are provided. The majority of this document contains the following appended materials: needs assessment instruments (twenty-four sample instruments included); summary tables of data from needs assessment; and meeting evaluation summaries. (BM)

ED 169 219 CE 018 862

Nebraska State Plan Career Education Project. Final Performance Report for Period Ending June 30, 1977.

Nebraska State Dept. of Education, Lincoln.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-G007604190
Note-354p.; Not available in hard copy due to reproducibility problems; For related documents see ED 132 284 and ED 138 786
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, Budgeting, *Career Awareness, *Career Education, *Career Exploration, *Career Planning, Comprehensive Programs, Curriculum Development, Decision Making, Educational Philosophy, Elementary Secondary Education, Information Dissemination, Job Placement, Job Skills, Needs Assessment, Postsecondary Education, *Program Development, Program Evaluation, Regional Planning, Resources, Skill Development, Staff Improvement, *Statewide Planning, Student Needs, Teacher Improvement
Identifiers-Education Amendments 1974, *Nebraska

The Nebraska state career education plan was developed to assist individuals in developing essential educational and career skills for responsible functioning. The plan, linking the school and work world, extends chronologically: elementary level career awareness, middle/junior high school level career exploration, and senior high school level career preparation and planning. Six guides were developed for program implementation: overview, administration, professional staff development, and elementary, middle/junior high, and senior high schools. Statewide student and teacher surveys found that student needs relate to self, education, and jobs and teacher needs relate to administrative leadership, community support, and evaluation activities. The needs assessments, although somewhat lacking in internal validity, provided valuable program planning information. Nine short/long range goals were identified (for example, the State Department of Education will select twelve school districts for a career activities pilot study.) Implementation policies and strategies were formulated. Strategies include plans for curriculum revision, career guidance, student goals, special needs, business and industry, inservice training, and colleges and universities. Dissemination efforts were developed. (Appendixes contain advisory council and task force activities, needs assessment instruments, program inventory, philosophic inventory scale, proposed state plan, regional planning committees' evaluation, and dissemination materials.) (CSS)

ED 169 220 CE 018 983

Lutz, Larry L. And Others

The Effectiveness of the Washington Occupation Information Service (WOIS) as a Career Guidance Instrument for Youth Employment Training Program (YETP) Clients: An Evaluation of Training and Implementation in 21 Washington State Comprehensive Employment Training Act (CETA) Sites.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date-Sep 78

Note-45p.; Appendix C, a survey form, will not reproduce well due to small print

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Employment Programs, Evaluation Methods, Failure Factors, Guidance Counseling, Information Services, Inservice Programs, *Instructional Materials, *Occupational Guidance, Occupational Information, *Program Effectiveness, Program Evaluation, Success Factors, *Use Studies, *Workshops, *Youth Employment

Identifiers-Comprehensive Employment Training Act, Washington, Youth Employment Training Project

An evaluation was conducted to determine the usefulness and effectiveness of the Washington Occupation Information Service (WOIS) materials and training workshops. Eighty-five Youth Employment and Training Project (YETP) counselors and administrators from twenty-one Comprehensive Employment Training Act (CETA) sites throughout Washington participated in the workshops, which were held at eight locations. While at the workshops, the participants assessed their effectiveness through skills tests, direct observations, ratings, and subsequently, through telephone interviews. Overall, the training seminars were judged to be successful, although trainees at three locations did not achieve passing ratings on the post tests. The telephone interviews also included questions on the use and effectiveness of WOIS materials. Two of the twenty-one sites were not using the materials at all. Eighty-nine percent of those surveyed commented positively about WOIS. Then, YETP clients at all sites were asked to complete forms assessing the WOIS materials. Only six sites returned the questionnaires, and their results showed client satisfaction to be very high. It was found that the degree of successfulness of WOIS varied from site to site due to the following factors: (1) lack of planning time; (2) lack of interest in WOIS by site personnel; (3) complexity and reading level of materials beyond clients' scope; and (4) lack of coordination of WOIS with other training materials. (ELG)

A Knowledge Development Plan for Youth Initiatives, Fiscal 1979.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-Dec 78
Note-108p.; Some pages may not reproduce clearly due to print quality
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Community Programs, Demonstration Projects, Economically Disadvantaged, *Employment Programs, Feasibility Studies, Federal Legislation, *Federal Programs, Information Needs, Information Sources, Program Coordination, Program Development, Program Evaluation, Program Improvement, *Program Planning, Summer Programs, Youth, *Youth Employment, *Youth Programs
Identifiers-*Youth Employment and Demonstration Projects Act

This report summarizes the past, present, and future activities of the Knowledge Development Plan for Youth Initiatives, which is being developed and implemented as part of the Youth Employment and Demonstration Projects Act (YEDPA). First, a framework for the plan is given, covering the aims of the fiscal 1978 and 1979 activities which stress research, evaluation, and demonstration projects. In the next section, which provides a progress report on the knowledge development efforts for fiscal 1978, the following programs are highlighted: (1) the Entitlement Program; (2) Community Improvement Discretionary Projects, (3) Youth Employment and Training Programs Discretionary Projects, (4) the Summer Program for Economically Disadvantaged Youth (SPEDY), and (5) the Job Corps. The section devoted to fiscal 1979 provides a plan for continuing the programs from 1978 and trying to fill gaps, establish better coordination of the programs, and focus on priority knowledge development areas. In recognition of the formidable array of projects being conducted in fiscal 1979, the next section assesses the feasibility and outlines the implementation strategy for each project. The final section explores the knowledge development payoff on sixteen issues i.e., what will be learned and when. A time schedule is established for information that will be available at three different dates. (ELG)

ED 169 222 CE 019 220

Unified Technical Concepts - Phase I. (Modularizing Instructional Materials Using Applications of Technical Concepts). Final Report.

Technical Education Research Center, Waco, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Sep 78
Grant-G007603926
Note-109p.; Parts marginally legible due to small type
Available from-Technical Education Research Center - Southwest, 4201 Lake Shore Drive, Waco, Texas 76710 ($8.00; concept modules, $0.80; Application Modules, $0.40)
Pub Type- Guides - Classroom - Learner (051) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Conceptual Schemes, Educational Research, *Electromechanical Technology, Energy, Instructional Materials, Job Skills, *Laboratory Technology, *Material Development, Methods Research, *Physics Curriculum, Postsecondary Education, Relevance (Education), Reports, Skill Development, *Technical Education, *Unified Studies Programs

To evolve a new methodology and system for teaching physics to students aspiring to become (or to become more competent as) technicians in a variety of technologies, this research and development effort was initiated. The project's thesis stemmed from a notion that the study of physics would be more accepted and assimilated by students if concepts were systematically unified and presented in practical examples directly related to the technology under study. Appropriate subject matter was unified under twelve concepts; instructional materials were prepared to introduce and apply the concepts. Applications were limited in scope to a single energy system (electrical, mechanical, fluidal, and thermal). Following this plan of concepts and applications, 130 pamphlets (modules) of instructional materials were prepared. Appropriate portions of these materials were used in three different technology programs in three different postsecondary technical schools. Initial indications suggest that the thesis and materials are valid. A follow-on project is to provide additional materials and further use-analyses in technical schools and in industrial training programs. (Appendixes include 1 example concept module: 3-0, Work and Energy,'' 2 example application module: 6T2 Heat Flow through Insulation,'' 3 module control forms, 4 modules used in experimental instructional programs, and 5 a pamphlet: Unified Technical Concepts.'') (Author/CSS)

Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium.

Florida Career Education Demonstration Consortium, Tallahassee.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 77
Grant-300760277
Note-387p.; Not available in hard copy due to thin and broken type; For related documents see ED 132 284 and ED 138 786
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Development, *Career Education, *Consortia, *Demonstration Programs, Dropouts, Guidance Services, *Information Dissemination, Job Skills, Objectives, *Program Development, *Program Effectiveness, *Program Evaluation, Secondary Education, Skill Development, Student Attitudes, Student Placement, Vocational Counseling, Vocational Followup
Identifiers-Education Amendments 1974, Florida (Broward County), Florida (Orange County), Florida (Pinellas County)

Three Florida counties (Broward, Orange, and Pinellas) formed a consortium for demonstrating the most effective methods and techniques in career education at the secondary level. A career education model was developed which was designed to provide (1) career awareness and exploration experiences for all students, 9-12; (2) alternative salable skills-oriented programs for probable dropouts, 9-12; (3) salable skills experiences for all students, 11-12; (4) guidance and counseling concurrent with instruction and skill development for all students, 9-12; (5) avenues for utilization at all levels of the material and human resources of the school and community; and (6) placement and follow-up services for all school graduates and leavers, 9-12. Several dissemination activities were conducted. Evaluation efforts focused upon student and demonstration/replication product and process objectives. Through a system of testing, student achievement was measured by instruments developed through Florida EPIC (Education Progress in Careers) Project. These instruments focused upon knowledge of the economic system, worker titles, job requirements and functions, career planning, considering careers, acquiring and maintaining a job, inventory of work skills, and attitudes toward school and careers. Student product information was also gathered through questionnaires and other instruments. (Evaluation results are reported for each of the three demonstration high schools. A major portion of this document contains appended materials, including lists of all objectives; descriptions of related projects, courses, and activities conducted at the demonstration schools; and publicity and conference materials.) (BM)

ED 169 224 CE 019 276

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report.

Northwest Tri-County Intermediate Unit, Edinboro, Pa.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Grant-300-76-0300
Note-154p.; Photographs in this document, plus Appendix K materials, will not reproduce well; For related documents see ED 132 284, ED 138 786 and ED 163 166
Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Achievement, Career Awareness, *Career Development, *Career Education, Career Exploration, Career Planning, *Curriculum Development, Demonstration Programs, Educational Improvement, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Inservice Teacher Education, Management Systems, *Program Effectiveness, *Program Evaluation, *Program Improvement, Staff Improvement, Student Evaluation, Student Opinion, Teacher Attitudes
Identifiers-Education Amendments 1974, Pennsylvania (Tri County Region)

Progress toward four stated objectives in a K-12 career education project was determined after examining the field testing results of students, interviews, and data analysis. Satisfactory progress was made toward objective 1: revising, expanding, and refining two computer retrieval career education units. On a developer questionnaire teachers reacted favorably to the unit revision objective. (Field testing was not completed during the project.) Objective 2, evaluated as successful, was to demonstrate a computer-retrieval system to be used as a teacher aid in individualizing and integrating the units. User questionnaire responses indicated generally that teachers favorably reacted to unit materials, methodology, and content. Objective 3, to demonstrate that the units meet students' academic and career development needs, was evaluated using control and experimental groups in a pretest and posttest design. The basic conclusion was that the career education unit was an effective means for increasing achievement in career knowledge at the elementary level. The final objective was to provide inservice training to school personnel and community representatives. Implementation of a course, "Orientation and Implementation of Career Education, K-12 " was evaluated as a positive step toward achieving this objective. A questionnaire revealed that the staff considered the course a successful undertaking. (Appendixes include evaluation instruments. (CSS)

ED 169 225 CE 019 415

Pre-Service Teacher Training in Career Education. Final Report, July 1, 1975 through June 30, 1976.

Georgia Univ., Athens. Coll. of Education.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-30 Sep 76

Grant-G007502393

Note-126p.; Some pages in this document will not reproduce well due to faint, broken type; For related documents see ED 114 586 and ED 120 411

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Career Education, *Curriculum Development, Demonstration Programs, Elementary Secondary Education, Instructional Materials, Interdisciplinary Approach, *Preservice Education, Program Development, Program Evaluation, *Teacher Educator Education, Teaching Methods, *Teaching Skills

Identifiers-Education Amendments 1974, Georgia

The College of Education at the University of Georgia attempted during 1975-76 to infuse a career education emphasis into existing teacher preparation programs. First, an interdisciplinary team produced a transportable model package to use in staff development for teacher educators. Included in this multi-media package are (1) an instructor's study guide to the package, (2) needs assessment instruments; and (3) readings, audio-visuals, and charts to give an overview of the world of work, of the current status of career education in the U.S., of the University of Georgia model, of teaching strategies, of reviews of curriculum materials, and of evaluation in career education. Next, the team identified and described competencies for implementing career education in grades K-12. These competencies focus on the four following student learner outcomes: understanding self in relation to careers, making career-related decisions, relating education to careers, and learning about work and occupations. Seven undergraduate professional courses were then restructured to include career education concepts, and alternative strategies were developed for teaching the concepts. An evaluation of the project was conducted, and it was found that prospective teachers who participated in the courses with a career education emphasis reported a more favorable attitude toward career education than did those in control classes. (ELG)

ED 169 226 CE 019 504

Hanisch, Ronald M. And Others

The Feasibility of the Utah Model for Industrial Arts for Serving a Career Exploration Purpose in Middle and Junior High Schools. Final Report.

American Industrial Arts Association, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Contract-P00770621
Note-65p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Building Trades, *Career Education, *Career Exploration, Communications, *Curriculum Development, Demonstration Programs, Failure Factors, Individualized Instruction, Industrial Arts, *Industrial Education, Intermediate Grades, Junior High Schools, Manufacturing Industry, Occupational Clusters, Program Development, Program Effectiveness, *Program Evaluation, Program Improvement, Success Factors, Transportation
Identifiers-Utah

An assessment team of three industrial arts educators was sent to Utah to evaluate the Industrial Arts Career Exploration (IACE) program. Since its inception in 1975, the program has been implemented in thirty-eight of the state's middle and junior high schools. The major objectives of IACE are to reorient and expand the curriculum of the traditional industrial arts program; to incorporate the educational realities of four industrial-based career clusters (construction, manufacturing, transportation, and industrial communication); and to provide individualized, student-centered, career-related "hands-on" learning experiences. Enthusiasm and support for the program are high on both the student and administrative levels. Economically, IACE has developed at minimal cost. Essentially, it is effective in meeting its career exploration goals, although it does suffer some limitations: (1) the selection of occupations included appears to be arbitrary and too small in number; (2) it fails to establish links between industrial skills and broader career concerns or general consumer interests; and (3) it lacks a careful evaluation of its educational effects. The assessment team developed a list of recommendations, which includes the following: development of a master plan for all levels of industrial arts career exploration; legislation and a national policy from the U.S. Office of Education to encourage improved industrial arts education; further study of and continued funding for the IACE program; and specific activities to be added to the program. (ELG)

ED 169 227 CE 019 586

Focus on the Future: Future Options/Creative Understanding through Seeing. Technical Manual.

Cleveland State Univ., Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Note-47p.; For related documents see CE 019 587-588

Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, Family Relationship, *Females, *Males, Occupational Aspiration, *Occupational Guidance, *Pictorial Stimuli, Secondary Education, Secondary School Students, Sex Discrimination, *Sex Role, *Sex Stereotypes

This technical manual is part of the "Focus on the Future" package which presents a group career guidance activity for secondary students designed to bring to light traditional biases and stereotyped attitudes about male and female roles and to create an awareness of how such attitudes may influence work expectations and future family relationships. The package also includes a leader's manual and eight picture stimulus sets which consist of indefinite sketches of women, men, and children engaged in a variety of work related and domestic activities. Attached to the sketches are student response sheets on which students write their reactions to the sketches for later discussion with the group. The technical manual gives the background of the development of the package. It includes sections on the sample population with whom the materials were field tested, data supporting the effectiveness of the materials, assessment of individual pictures, attitudes of the sample population as revealed in the picture response data, conclusions drawn from the field testing, and suggestions for using the materials. Numerous tables of data are included in the text. Appended are a field test assessment form for teachers and counselors, a questionnaire for students, and leader comment forms. (LMS)

Focus on the Future: Future Options/Creative Understanding through Seeing. Leader's Manual.

Cleveland State Univ., Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Note-13p.; For related documents see CE 019 585-588
Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Family Relationship, *Females, Instructional Materials, *Males, Occupational Aspiration, *Occupational Guidance, *Pictorial Stimuli, Secondary Education, Sex Discrimination, *Sex Role, *Sex Stereotypes

This leader's manual is part of the "Focus on the Future" package which presents a group career guidance activity for secondary students designed to bring to light traditional biases and stereotyped attitudes about male and female roles and to create an awareness of how such attitudes may influence work expectations and future family relationships. The package also includes a technical manual and eight picture stimulus sets which consist of indefinite sketches of women, men, and children engaged in a variety of work related and domestic activities. Attached to the sketches are student response sheets on which students write their reactions to the sketches for later discussion with the group. The leader's manual includes an introduction, a brief discussion of the activity's objective, a list of the pictures and their accompanying questions, and detailed plans for three different sessions. The plans suggest how the leader can introduce the pictures and includes ideas for discussion once students have written their responses to the pictures. (LMS)

ED 169 229 CE 019 588

Focus on the Future. Future Options/Creative Understanding through Seeing. Picture Stimulus Sets.

Cleveland State Univ., Ohio.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Note-20p.; For related documents see CE 019 586-587

Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Family Relationship, *Females, Instructional Materials, *Males, Occupational Aspiration, *Occupational Guidance, *Pictorial Stimuli, Secondary Education, Sex Discrimination, *Sex Role, *Sex Stereotypes

These picture stimulus sets are part of the ``Focus on the Future'' package which presents a group career guidance activity for secondary students designed to bring to light traditional biases and stereotyped attitudes about male and female roles and to create an awareness of how such attitudes may influence work expectations and future family relationships. The package also includes a leader's manual and a technical manual. The pictures are indefinite sketches of women, men, and children engaged in a variety of work-related and domestic activities. Attached to the sketches are student response sheets on which students write their reactions to four or five questions about the sketches for later discussion with the group. Seven of the pictures are black and white drawings. Their titles are ``Leaving Home,'' ``Kitchen,'' ``Work Line,'' ``Travelers,'' ``Store,'' ``Office,'' and ``Laboratory.'' For example, the picture entitled ``Store'' depicts a man and a child grocery shopping. One question is, ``Do they do this together on a regular basis? Tell why or why not.'' The eighth ``picture'' is a blank sheet, and students are invited to fill it in to portray their own future. (LMS)

ED 169 230 CE 019 630

Cooperative Rural Career Guidance System. Final Report.
Northern Michigan Univ., Marquette.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-28 Feb 78
Grant-G007605225
Note-437p.; For a related document see ED 143 802; Not available in hard copy due to marginal legibility of original
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Consortia, Cooperation, Cooperative Education, Cooperative Planning, *Cooperative Programs, Educational Problems, Educational Research, *Interinstitutional Cooperation, Literature Reviews, Occupational Guidance, Postsecondary Education, Program Development, Research Methodology, Research Needs, *Rural Education, Rural Schools, *School Community Relationship, *School Industry Relationship, Secondary Education
Identifiers-*Cooperative Agreements

A project was undertaken by a consortium to produce a publication that would provide (1) a mechanism and guidelines for establishing cooperative relationships between secondary and postsecondary schools and business, industry, and labor in the rural community; (2) a large number of examples of cooperative agreements; and (3) appendixes which will give background information on implementing cooperative relationships in rural areas. To compile a comprehensive list of existing cooperative agreements between these groups, a survey questionnaire was sent to 3,375 individuals, a literature review was conducted, and various state and national career education agencies and departments were contacted. Over 200 agreements are included in the final publication, which is entitled ``Increasing Guidance Effectiveness through School-Community Cooperation.'' Pre-publication outlines and drafts were reviewed and evaluated by the National Advisory Panel and the National Advisory Committee for the Cooperative Rural Career Guidance Project. The project found that rural programs suffer from lack of financial and physical resources, declining job opportunities, lack of qualified guidance staff, and sparsity of varied industries. Besides offering suggestions for planning similar future consortium projects, the project staff made recommendations for new research, development efforts, and technical assistance. (Also included are a bibliography, a glossary of terms, and appendixes containing a list of consortium staff; copies of survey instruments and a table of responses; samples of dissemination materials; and project progress control instruments.) (ELG)

ED 169 231 CE 019 665

Career Education Infusion with Language Arts/Science Project. Final Report.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Grant-OE-24-000-174

Note-34p.; The final appendix section may not reproduce well due to faint print; For related documents see CE 019 666-672

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Development, *Career Education, Communication Skills, Community Resources, *Curriculum Development, *Fused Curriculum, *Inservice Teacher Education, Job Search Methods, *Language Arts, Parent Participation, Program Evaluation, School Cadres, *Science Education, Secondary Education, Teacher Developed Materials, Vocational Adjustment, Work Attitudes

Identifiers-Oregon

To infuse career education with language arts and science, a task force of Oregon educators developed, evaluated, and finalized a set of seven career education competencies for secondary language arts and science teachers, 7-12. These competencies cover the following areas: attitudes toward life and careers; job search method and job adjustment; community resources; parent involvement; relationship of language and science areas to careers; communication skills; and career choices in relation to abilities and interest. A curriculum team of educators developed, field tested, and finalized a set of instructional material packages (CE 019 666-672) based on the seven career education competencies. An instructional team trained twenty-five secondary language arts and science teachers to function as a statewide cadre to conduct inservice training sessions for interested local education agencies. Evaluation was built into each major stage of the project. The final stage, involving the actual cadre training sessions, was assessed by a third-party evaluator. (Evaluation instruments and a summary of the results are appended.) (Author/BM)

ED 169 232 CE 019 666

Language Arts & Science Sample Career Education Activities, Grades 7-12. Attitudes.

Marion County Educational Service District, Salem, Oreg.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date-Aug 78
Note-19p.; For related documents see CE 019 665-672 ; Pages 2-3 marginally legible due to colored background
Available from-DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Awareness, *Career Education, Decision Making, *Fused Curriculum, Instructional Materials, *Language Arts, Learning Activities, *Science Education, Secondary Education, Self Concept, *Student Attitudes, *Work Attitudes

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 1: provide activities which enable students to clarify attitudes toward life roles and careers. The following six activities are included: (1) how do I feel about my science project and presentation? (2) occupational prestige ranking; (3) quotes from the world of work; (4) twenty-four-hour decision-making grid; (5) what are my aptitudes? and (6) self-concept and job change. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

ED 169 233 CE 019 667

Language Arts & Science Sample Career Education Activities, Grades 7-12. Job Skills.

Marion County Educational Service District, Salem, Oreg.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date-Aug 78

Note-50p.; For related documents see CE 019 665-672 ; Pages 2-3 marginally legible due to colored background

Available from-DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, Employment Interviews, *Fused Curriculum, Instructional Materials, Job Application, *Job Search Methods, *Language Arts, Learning Activities, *Science Education, Secondary Education, *Vocational Adjustment

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 2: help students understand and apply those skills needed to prepare them to seek, secure, and hold a job, as well as be able to adjust to job changes and demands. The following nine activities are included: (1) landing a job; (2) using the newspaper to find jobs and careers; (3) interviewing; (4) listing support organizations; (5) stumbling blocks to a career; (6) treasure hunt in the classified ads; (7) follow-up letter; (8) retraining to meet changes in technology; and (9) life-style changes. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

Language Arts & Science Sample Career Education Activities, Grades 7-12. Community Resources.

Marion County Educational Service District, Salem, Oreg.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date-Aug 78
Note-22p.; For related documents see CE 019 665-672 ; Pages 2-3 marginally legible due to colored background
Available from-DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, *Career Exploration, *Community Resources, Field Trips, *Fused Curriculum, Instructional Materials, *Language Arts, Learning Activities, *Science Education, Secondary Education, Work Attitudes

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 3: help students identify and use community resources that are related to their career development. The following seven activities are included: (1) four positive attitudes on the job; (2) job training interview; (3) who supports my interest? (4) focusing a classroom speaker on areas of student interest; (5) television fact or fancy? (6) on-site orientation into available community job opportunities; and (7) field trips to areas of business, industry, and professional sources. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

ED 169 235 CE 019 669

Language Arts & Science Sample Career Education Activities, Grades 7-12. Parent Involvement.

Marion County Educational Service District, Salem, Oreg.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date-Aug 78
Note-29p.; For related documents see CE 019 665-672 ; Pages 2-3 marginally legible due to colored background
Available from-DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, *Career Planning, *Fused Curriculum, Instructional Materials, *Language Arts, Learning Activities, Parent Attitudes, *Parent Participation, Parent Teacher Cooperation, *Science Education, Secondary Education

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 4: create opportunities for parents to help their children understand career education. The following six activities are included: (1) educational planning; (2) occupational brief; (3) back-to-school day; (4) parent orientation; (5) parent survey; and (6) parental expectations. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

Language Arts & Science Sample Career Education Activities, Grades 7-12. Instructional Materials.

Marion County Educational Service District, Salem, Oreg.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date-Aug 78
Note-13p.; For related documents see CE 019 665-672 ; Pages 2-3 marginally legible due to colored background
Available from-DCE publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, *Fused Curriculum, *Information Seeking, Information Sources, Instructional Materials, *Language Arts, Learning Activities, *Occupational Information, Relevance (Education), *Science Education, Secondary Education

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 5: adopt, modify or create material which will help students understand the relationship of language arts/science areas to careers. The following four activities are included: (1) designing an inquiry to help students deal with career information; (2) job skills and school subjects; (3) matching school subjects with jobs; and (4) sourcebook for job information. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

ED 169 237 CE 019 671

Language Arts & Science Sample Career Education Activities, Grades 7-12. Communication Skills.

Marion County Educational Service District, Salem, Oreg.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date-Aug 78
Note-19p.; For related documents see CE 019 665-672 ; Pages 2-3 marginally legible due to colored background
Available from-DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, *Communication Skills, Employment Interviews, *Fused Curriculum, Instructional Materials, *Language Arts, Learning Activities, Role Playing, *Science Education, Secondary Education

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 6: instruct students in reading, writing, speaking, and listening skills as they relate to life roles and careers. The following four activities are included: (1) role playing; (2) demonstrating effective communication skills in completing five tasks; (3) observing communications of people at work; and (4) evaluating communications skills within the job interview. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

ED 169 238 CE 019 672

Language Arts & Science Sample Career Education Activities, Grades 7-12. Career Choices.

Marion County Educational Service District, Salem, Oreg.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date-Aug 78
Note-22p.; For related document see CE 019 665-671 ; Pages 2-3 marginally legible due to colored background
Available from-DCE Publications, 1633 SW Park Avenue, P.O. Box 1491, Portland, Oregon 97207
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Choice, *Career Education, *Fused Curriculum, Instructional Materials, *Language Arts, Learning Activities, *Science Education, Secondary Education, Self Evaluation, *Stereotypes, Student Attitudes, Student Interests

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 7: assist students to reject stereotyped beliefs and make career choices in terms of abilities and interest. The following eight activities are included: (1) assisting students in evaluating stereotyped beliefs in educational materials; (2) self-assessment simulation; (3) occupational self-awareness; (4) stereotyped beliefs; (5) insomnia clinic; (6) collage; (7) leadership an assessment of style; and (8) identifying job opportunities which relate to favorite activities and attitudes. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

Vail, Paul

The Conceptualization, Development and Implementation of a Comprehensive Guidance Model. Georgia State Dept. of Education, Atlanta. Div. of Guidance, Counseling and Testing.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Grant-G007500339
Note-338p.; Not available in hard copy due to reproducibility problems; For related documents see ED 160 835-851
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Development, Career Planning, *Comprehensive Programs, Conceptual Schemes, Curriculum Development, Curriculum Evaluation, Decision Making, Demonstration Projects, Developmental Tasks, Elementary Secondary Education, Guidance Programs, Management Systems, *Models, Needs Assessment, Objectives, *Occupational Guidance, Occupational Information, Postsecondary Education, *Program Development, Program Evaluation, Self Actualization, Staff Improvement, State School District Relationship, Task Analysis, *Vocational Counseling, Vocational Education
Identifiers-Asche Matrix, Georgia Career Development Matrix

A project was conducted to develop, test, and implement a comprehensive program for Georgia school systems, grades K-14. The target population included regular students, students with special needs, out-of-school youth, and adults experiencing career problems. Project objectives were to develop a K-14 guidance model, develop a state/local management system to deliver a comprehensive guidance program, and provide for a formative evaluation of existing and proposed materials. Sixteen, and eventually thirty, sites implemented the 7-12 guidance project. Three selected model sites implemented 7-12 components and were later joined by two other sites that implemented K-6. The Asche Matrix, based on knowledge/awareness of self, work, education, and decision-making formed the foundation for the guidance model's development. New materials were developed for the elementary and adult components. Two important project results were the development of elementary guidance materials and state level management procedures. Third-party evaluation of the process objectives audit, guidance model assessment, and 1975-76, 1976-77 staff development evaluations revealed that the audit and assessment objectives were most fully completed; staff development components were incomplete. Overall, a balanced evaluation was made. (Appendixes include career guidance materials; the Asche Matrix goals, support services proposal, processes review, evaluation and needs assessment instruments, K-14 model, and resources.) (CSS)

ED 169 240 CE 019 734

Lobuts, Joseph E.

A Project to Demonstrate the Role of a Rehabilitation Team in Providing Comprehensive Services to the Older Legally Blind on an Itinerant Basis. Final Report.

West Virginia State Dept. of Education, Charleston. Div. of Vocational Rehabilitation.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date- 77
Grant-RSA-30-P-65027/3-01; Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Blind, *Communication Skills, Community Resources, Daily Living Skills, Failure Factors, *Homemaking Education, Human Services, Itinerant Teachers, Literature Reviews, *Older Adults, Professional Personnel, Program Development, Program Evaluation, Referral, *Rehabilitation, Success Factors, Travel Training, *Visually Handicapped Mobility

Using an itinerant team of professional rehabilitation personnel, a three-year project was conducted in West Virginia to provide the older blind in three counties (Cabell, Wood, Kanawha) with comprehensive rehabilitation services in both the home and community so that they could become as independent as possible, and, if possible, obtain gainful employment. The first nine months of the project dealt primarily with development of referral sources and inservice staff training. Out of the 408 referrals provided, 133 cases received services. Fifty-nine clients were trained in mobility skills, ninety-seven chose to receive instruction in homemaking, and 114 participated in communications training. Clients were referred on an individual basis to community resources such as the Division of Vocational Rehabilitation, Goodwill Industries Homebound Program, Library Commission, and community schools. A consumer evaluation of the project showed that the clients were satisfied overall, and a majority of the professionals who had originally referred participants assessed the program favorably. It was disappointing that 128 individuals contacted refused services, and that ophthalmologists provided so few referrals. Recommendations were made for future services, including (1) hiring a third party to evaluate the program's effectiveness, (2) expanding the program to include the functionally blind, and (3) expanding and publicizing the loan of talking cassette books by libraries. (ELG)

ED 169 241 CE 019 852

Mohr, E. S. And Others

Women and ROTC Summer Camp, 1975. Technical Paper 293.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Spons Agency-Army Training and Doctrine Command, Fort Monroe, Va.
Pub Date-Sep 78
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Ability, College Students, *Comparative Analysis, *Females, Individual Characteristics, Leadership Qualities, *Males, *Military Personnel, Military Training, Motivation, Muscular Strength, Officer Personnel, Peer Evaluation, Performance, Physical Fitness, *Sex Discrimination
Identifiers-Army Reserve Officers Training Corps, United States

In 1975 the first women ROTC cadets attended advanced camp at Fort Bragg, N.C. During the six-week summer camp, 392 male and 83 female cadets (about to enter their senior year in college) were rated on leadership by their platoon NCO and on leadership and personal characteristics by their platoon officer evaluator. Cadets were also rated by their peers and scores on physical tests were compared. The results were analyzed to investigate possible sex bias. The platoon officer evaluators rated female cadets lower than male cadets on leadership performance. Ratings by NCO evaluators did not differ for male and female cadets. While female cadets scored lower than men on the most physically demanding exercises, they scored as well or better on exercises emphasizing cognitive and motivational abilities. Also, females systematically were rated lower by both male and female peers on a leader preference dimension. The findings identified a number of factors which limited the usefulness of summer camp ratings on ROTC cadets in 1975. First, sex differences in training programs may well have increased rather than eliminated initial differences in competence. Second, peer rating instructions may have operated to the disadvantage of females. Since 1975, sex differences in summer camp training have been removed essentially and peer rating instructions modified to provide a more accurate assessment of female performance. (Author/LMS)

ED 169 242 CE 019 885

Youth Employment and Training Act of 1977. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress. First Session on S. 1242, H.R. 2992 (April 20, 21, and 22, 1977).

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-78
Note-609p.; Not available in hard copy due to small print in the original document
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Development, *Disadvantaged Youth, Dropout Programs, *Educational Opportunities, Educational Programs, *Employment Opportunities, *Federal Legislation, Federal Programs, *Job Training, Occupational Information, Program Development, Student Employment, Unemployment, Youth Employment, Youth Opportunities, *Youth Programs
Identifiers-Comprehensive Employment and Training Act, Congress 95th, Senate Bill 1242, *Youth Employment and Training Act 1977

This report contains the hearings for the 1977 Youth Employment and Training Act. The act is designed to approach the problem of youth unemployment. The hearings begin with opening statements by Senator Jacob Javits, who emphasizes three major points of the proposed amendments: (1) the need for greater targeting of programs to the disadvantaged; (2) the importance of improving education and work linkages by providing incentives for cooperation between prime sponsors and local education agencies in administering in-school youth employment and training programs; and (3) the need to develop at national and state levels occupationally and geographically relevant occupational

information and career development systems which provide information to in-school and out-of-school persons. Texts are presented of Senate Bill 1242, which provides for youth employment and training opportunities, and House Role 2992, an Act, which authorizes 1978 appropriations for carrying out the Comprehensive Employment and Training Act as amended. Statements from witnesses are provided chronologically for each of the three hearing days. Various statements from associations and individuals are also included. Additional information is provided in terms of relevant articles and publications and communications to and from concerned individuals. (CSS)

ED 169 243 CE 020 000

Waite, Linda J. Spitze, Glenna D.

Female Work Orientation and Marital Events. The Transition to Marriage and Motherhood.

Illinois Univ., Urbana. Dept. of Sociology.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Report No.-WP7819

Pub Date-76

Grant-DL-91-17-78-05; Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cohort Analysis, Cross Sectional Studies, *Females, Longitudinal Studies, *Marital Status, Marriage, *Mothers, Occupational Aspiration, Parent Influence, *Social Influences, *Social Science Research, Womens Education, *Work Attitudes

A study was conducted on the factors which influence young women to marry or have their first child at a given age. The data used were taken from the National Longitudinal Survey of Young Women conducted by the Center for Human Resource Research at Ohio State University, during which a sample of 5,159 young women aged 14 to 24 in 1968 were interviewed yearly between 1968 and 1973. It was found that taste for market work, school enrollment, and mother's education all decrease the likelihood of a first marriage or birth at a given age. Young women in the South and those in rural areas are likely to marry and have their first child earlier than those in other regions or in urban areas. Black women are less likely to marry at almost any age than are white. The analysis showed that while in early adulthood current employment status has a small positive impact on the likelihood of a first marriage or birth at most ages, those variables which indicate a preference or preparation for future employment cause postponement of family formation. The analysis also provided evidence that the current trends in timing of family formation, women's educational attainment, and labor force participation are linked to a rise in general level of preference for market work among young women. (Tables of data and a list of references are appended.) (LMS)

ED 169 244 CE 020 035

Vocational Education through Cooperative Work Experience. Final Report.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Note-160p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Administrator Attitudes, *Articulation (Program), *Community Colleges, *Cooperative Education, *Cooperative Programs, County Programs, Postsecondary Education, Program Administration, *Program Evaluation, Reports, Secondary Education, State Programs, State Surveys, *Vocational Education, *Work Experience Programs
Identifiers-New Jersey

A project was conducted to investigate the current status of secondary-postsecondary articulation of cooperative work experience programs, to identify impediments to the process, and to formulate recommendations for its enhancement. Sixteen New Jersey community colleges having a cooperative education program were included in the study. The chief administrator and the cooperative education operating administrator at each institution were asked to respond to a questionnaire which asked for two types of information: (1) actual activity in their cooperative education program which collaborated with a complementary system in their county, and (2) their attitudes and opinions toward general concepts and specific changes concerning articulative activity. A jury of ten professionals in appropriate related fields reviewed all aspects of this project. A follow-up letter, telephone call, and campus visit occurred at two-week intervals. After data on the returned questionnaire were analyzed, it was concluded that a working state plan for vocational education articulation between secondary and postsecondary institutions does not exist in New Jersey. (Responses on individual facets of the questionnaire are reported in detail, along with data tables. The survey instrument itself is appended, along with a bibliography.) (CT)

ED 169 245 CE 020 072

Kaplan, Carol B.

Project CDCC: Coloma Community School District, Coloma, Michigan. A Submission to the Joint Dissemination Review Panel.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Report No.-AIR-66700-2/78-TRI(5)

Pub Date-28 Feb 78

Contract-300-77-0303

Note-12p.; Tabular information in this document will not reproduce well due to small print; For related documents see ED 162 102 and CE 020 073-101

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Career Awareness, *Career Development, Career Education, Career Planning, Comparative Analysis, Costs, *Criterion Referenced Tests, *Curriculum Development, Curriculum Evaluation, Decision Making, Demonstration Programs, *Educational Research, Elementary Education, Field Studies, Fused Curriculum, Methods Research, *Program Development, Program Effectiveness, Role Perception, Self Concept, *Test Results, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Project CDCC (Career Development Centered Curriculum) provides career development instruction to rural, elementary-level students. The objectives are to help students demonstrate increased awareness of life roles, formulate realistic self-concepts, and develop and use decision-making skills. Through a process which included testing and refinement, twenty-seven units containing 141 performance objectives were developed to integrate career awareness into existing subject material. The units include learning and practice in math, communication arts, science, and social studies; they employ various teaching strategies and techniques, such as activity sheets, classroom discussion, audiovisuals, role playing/simulation, and field trips. The materials were pre- and posttested using (1) a field test site (up to four years of student exposure and units taught between testing periods), (2) an experimental site (one year of student exposure and units taught between testing periods), and (3) a control site (units not taught between testing periods). There were substantial posttest performance differences between experimental groups and the control group in favor of the former. Also, greater results were shown at any grade level if the students had taken the CDCC units at lower level. Educational assessment data indicated that implementing career education activities did not hurt academic achievement. (CSS)

ED 169 246 CE 020 073

Project CDCC: A Michigan Demonstration Project.
Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-77
Contract-300-77-0303
Note-19p.; For related documents see ED 162 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, *Career Development, Career Education, Career Exploration, Career Planning, *Curriculum Development, Decision Making, Demonstration Programs, Developmental Tasks, Educational Objectives, Elementary Secondary Education, *Models, Occupational Clusters, *Program Design, Program Development, *Self Concept, Skill Development, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

This report presents an overview of Project CDCC (Career Development Centered Curriculum), a curriculum-based career development program for students in grades K-6. The program's purpose, approach, definitions, and model are described. The approach stresses integrating career awareness with existing subject matter as well as building into the curriculum an approach to self-awareness. Also, learning activities are linked to performance objectives for which there are evaluation techniques. Career development goals and tasks (for K-3 through K-12) are presented for each of the three CDCC program elements: (1) life-role understanding (occupational, avocational, family, and civic), (2) decision-making skill development and utilization, and (3) realistic self-concept formation. Another part of the program's framework, the Occupational Clustering system, is diagrammed. Also, to illustrate the interdependence of project framework parts, the CDCC program design considerations are diagrammed. The format of the four sections contained in each of the twenty-seven curriculum units is described. In conclusion, the project's staff training, program evaluation, and program development elements are summarized. (CSS)

ED 169 247 CE 020 074

Project CDCC: A Michigan Demonstration Project.

Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-57p.; For related documents see ED 162 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 (set of 27 units, $55.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Development, *Career Education, Demonstration Programs, *Elementary Education, *Elementary School Curriculum, Field Trips, Information Dissemination, *Program Design, Program Evaluation, Role Models, Role Playing, Teacher Education, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

The various segments of Project CDCC: Career Development Centered Curriculum are explained in this collection of fact sheets, which serves as an introduction to the K-6 project. Background information, goals, objectives, and the advantages of Project CDCC are introduced in the primary fact sheet. Another sheet, the CDCC Curriculum Units, contains a brief description of what a sample unit includes, and it also lists the unit titles for each grade level and the focus of each unit. On the evaluation data sheet, statistics are presented which illustrate how the 1975-76 group of students attained project objectives in mathematics and reading. The sheet on installation information includes such phases as adopting district requirements, training, and costs. A table presents the adoption process from awareness to installation, including such elements as demonstration site role and potential adopter procedure. Other fact sheets focus on dissemination, initiating the adoption process, a checklist of adoption steps, unit planning and implementation, sample evaluation activity, field trips, role models, teacher training, role-playing/simulation, and concluding notes. (CT)

ED 169 248 CE 020 075

Capizzo, Rose And Others

Me. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-70p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavioral Objectives, Body Image, *Career Development, *Career Education, Human Body, *Instructional Materials, Kindergarten, *Learning Activities, *Self Concept, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (physical), this unit entitled Me'' is one of four kindergarten units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (realistic self-concept formation), one career development theme (the student will understand his/her own uniqueness as a result of learning, growth and maturation), two unit goals (e.g., the student will become aware of his/her person), and four performance objectives (e.g., the student will be able to verbally identify at least six parts of his/her physical self). Also included in Section I are evaluation procedures and evaluation tabulation forms for the unit. Section II describes teaching strategies for ten unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include eyes, ears, nose, mouth, trunk and limbs, hands, feet, and head. Section III contains one reference sheet for use with activity I, and section IV contains ten activity sheets for the students' use. (JH)

Capizzo, Rose And Others
Inside Me. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-77p.; For related documents see ED 162 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, *Career Development, *Career Education, *Emotional Development, Emotional Response, *Instructional Materials, Kindergarten, *Learning Activities, Peer Relationship, *Self Concept, *Self Evaluation, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (emotional), this unit entitled ``Inside Me'' is one of four kindergarten units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), two career development themes (e.g., one's uniqueness as a result of learning, growth, and maturation), five unit goals (e.g. increase one's awareness of the feelings of others), and five performance objectives (e.g., identify two ways in which one's behavior may affect one's feelings, identify at least two ways in which one's behavior may affect others). Also included in Section I are evaluation procedures (evaluation tabulation forms) for the unit. Section II describes teaching strategies for ten unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topic titles are as follow: everyone has feelings, our environment affects our feelings, angry, frightened, worried, sad, jealous, happy, and love. Section III contains six reference sheets, and section IV contains eighteen activity sheets for students' use. (CT)

ED 169 250 CE 020 077

Capizzo, Rose And Others

School Workers. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-95p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, Clerical Occupations, *Instructional Materials, Kindergarten, *Learning Activities, Occupational Information, Public Service Occupations, School Environment, *School Personnel, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on public service and clerical occupational clusters, this unit entitled School Workers'' is one of four kindergarten units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies two career development-centered curriculum (CDCC) elements (life role understanding and realistic self-concept formulation), two career development themes (e.g., the characteristics of life-roles and their functions, and the relationship of self-knowledge to a personal value system), four unit goals (e.g., recognize the different occupations found in the school), and five performance objectives (e.g., identify a task performed by at least six workers in the school). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for twelve unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics are on the teacher, principal, secretary, custodian, and nurse. Section III contains two reference sheets, and section IV contains twenty-three activity sheets for students' use. (CT)

ED 169 251 CE 020 078

Capizzo, Rose And Others

Community Helpers. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-81p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, *Community Services, *Instructional Materials, Kindergarten, *Learning Activities, Occupational Information, Public Service Occupations, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on occupational clusters in the areas of public service, natural resources and health this unit entitled ``Community Helpers'' is one of four kindergarten units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies two career development-centered curriculum (CDCC) elements (e.g., decision-making skill development and utilization), three career development themes (e.g., the student will identify and use information about self and life-roles as part of decision-making), four unit goals (e.g., the student will become aware that his/her interest may be related to tasks performed by workers in the community), and four performance objectives (e.g., after studying about workers in the community, the student will identify his/her favorite task performed by a community worker). Also included in Section I are evaluation procedures for a pre- and post-assessment, two student evaluation sheets, and evaluation tabulation forms, for the unit. Section II describes teaching strategies for seven unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include police workers, firefighters, postal workers, farmers, and health workers. Section III contains four reference sheets (background information), and section IV contains fourteen activity sheets for students' use. (JH)

ED 169 252 CE 020 079

Brayton, Pat Tutton, Joyce

Friendship. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-47p.; For related documents see ED 162 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavioral Objectives, *Career Development, *Career Education, *Childhood Friendship, Grade 1, *Instructional Materials, *Learning Activities, *Peer Relationship, *Self Concept, *Self Evaluation, Social Development, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (social self), this unit entitled Friendship'' is one of four grade one units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), one unit goal (understanding the relationship between one's own world and the world of others) and one career-development theme (relationship of social and educational forces to one's individual development), and four performance objectives (e.g., actively participate as a group member, verbalize how you may have made another person happy). Also included in Section I are evaluation procedures (evaluation tabulation forms) for the unit. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include being sensitive to the feelings of others, working in a group, and making friends. Section III contains one reference sheet, and section IV contains four activity sheets for students' use. (CT)

ED 169 253 CE 020 080

Birmingham, Coleen And Others

A Few of Our Favorite Things. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-92p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Development, *Career Education, *Decision Making Skills, Grade 1, *Instructional Materials, *Learning Activities, Occupational Information, *Personal Interests, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on occupational clusters in the areas of the arts, technology, research, and personal and product services, this unit entitled ``A Few of Our Favorite Things'' is one of four grade 1 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies three career development-centered curriculum (CDCC) elements (e.g., decision-making skill development and utilization), four career development themes (e.g., the student will use information about self and life-roles as part of decision making), four unit goals (e.g., the student will become aware of the relationship between his/her interests and making choices), and four performance objectives (e.g., after studying about animals, colors, literature, and weather throughout the school year, the student will identify which topic he/she would like to study more about or work with the most). Also included in Section I are instructions for pre- and post-assessment, student evaluation sheets, and evaluation tabulation forms. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles are animals, color, literature, and weather. Section III contains eight teacher reference sheets, and section IV contains twenty-four activity sheets for students' use. (JH)

ED 169 254 CE 020 081

Birmingham, Coleen And Others

Telephone Workers. Grade One. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-79p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Career Development, *Career Education, Grade 1, *Instructional Materials, *Learning Activities, *Occupational Information, *Telephone Communication Systems, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on occupational clusters of transportation and communications, this unit entitled Telephone Workers'' is one of four grade one units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life role-understanding), five career development themes (e.g., the student will understand the relationship of education to life-roles), six unit goals (e.g., the student will understand the relationship of science studies to life roles), and eight performance objectives (e.g., the student will verbalize one property of sound). Also included in Section I are evaluation procedures for a pre- and post-assessment, three student evaluation sheets, and evaluation tabulation forms for the unit. Section II describes teaching strategies for eight unit subtopics (capsules) and includes suggested resources for teaching each one. Among the capsule titles are sound and the telephone, operator, and telephone etiquette. Section III contains four teacher reference sheets, and section IV contains nine student activity sheets. (JH)

ED 169 255 CE 020 082

Birmingham, Coleen And Others
The Food Store. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-81p.; For related documents see ED 162 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, Business, *Career Awareness, *Career Development, *Career Education, *Food Stores, Grade 1, *Instructional Materials, *Learning Activities, *Occupational Information, Sales Occupations, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of business and sales, this unit entitled "The Food Store" is one of four grade one units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life role understanding), two career development themes (e.g., understanding the relationship of education to life-roles), four unit goals (e.g., increase awareness of tools used within a food store), and four performance objectives (e.g., given a picture of ten tools, identify those used by food store workers). Also included in Section I are evaluation procedures (pre- and post-assessments and evaluation tabulation forms) for the units. Section II describes teaching strategies for seven unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include managers, cashiers, bag and stock clerk, role-playing, field trip, and optional activities. Section III contains four reference sheets and section IV contains thirteen student activity sheets. (CT)

ED 169 256 CE 020 083

Brayton, Pat Tutton, Joyce

My Environment. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-63p.; For related documents see ED 161 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Development, *Career Education, *Environment, Grade 2, *Instructional Materials, *Learning Activities, *Perceptual Development, *Self Concept, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (environment), this unit entitled ``My Environment'' is one of four grade 2 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), one career development theme (the student will become more aware of his/her own uniqueness as a result of learning, growth, and maturation), one unit goal (the student will become more acutely aware of his/her environment through his/her senses), and five performance objectives (e.g., given four sets of pictures of two items each, the student will identify one item from each set by using only the sense of touch). Also included in Section I are evaluation procedures, five student evaluation sheets, and evaluation tabulation forms for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Example capsule titles are awareness of our environment through hearing, and awareness of our environment through seeing. Section III contains two teacher reference sheets, and section IV contains seven student activity sheets. (JH)

ED 169 257 CE 020 084

Barret, Jennifer And Others
Baking Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-72p.; For related documents see ED 162 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bakery Industry, *Behavioral Objectives, Career Awareness, *Career Development, *Career Education, Grade 2, *Instructional Materials, *Learning Activities, *Manufacturing Industry, *Natural Resources, Occupational Information, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of natural resources and manufacturing, this unit entitled ``Baking Industry'' is one of four grade 2 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life role understanding), two career development themes (e.g., understand the relationship of education to life roles), four unit goals (e.g., become aware of the baking industry's processes from the grain to the consumer), and four performance objectives (e.g., given five pictures depicting the processes from the grain to the consumer in the baking industry, arrange them in the correct sequential order). Also included in Section I are evaluation procedures (pre- and post-assessments and evaluation tabulation forms) for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Among the capsule topics are workers who contribute to the baking industry and setting up a bakery. Section III contains five reference sheets, and section IV contains eighteen activity sheets for student's use. (CT)

ED 169 258 CE 020 085

Fox, Joan And Others

Firefighters. Grade Two. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-83p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavioral Objectives, Career Awareness, *Career Development, *Career Education, *Fire Fighters, Grade 2, *Instructional Materials, *Learning Activities, Occupational Information, *Public Service Occupations, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational cluster of public service, this unit entitled ``Firefighters'' is one of four grade 2 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (life-role understanding), three career development themes (e.g., the student will understand life-role activity as self-enhancing), four unit goals (e.g., the student will understand how the work of a firefighter can be self-enhancing), and five performance objectives (e.g., the student will be able to tell why he/she might feel good about being a firefighter). Also included in Section I are evaluation procedures (for pre- and post-assessment) four student evaluation sheets, and evaluation tabulation forms for the unit. Section II describes teaching strategies for six unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles include duties and tools, prevention and safety, and characteristics of a firefighter. Section III contains seven teacher reference sheets and section IV contains fourteen student activity sheets. (JH)

ED 169 259 CE 020 086

Fox, Joan And Others

Pet Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-78p.; For related documents see ED 162 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, Grade 2, *Instructional Materials, *Learning Activities, Occupational Information, *Public Service Occupations, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma), *Pet Industry

Focusing on the occupational clusters of public service and personal and product services, this unit entitled ``Pet Industry'' is one of four grade 2 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (life-role understanding), two career development themes (e.g., understand the characteristics of life-roles and their functions), three unit goals (e.g., increase awareness of jobs in the pet industry), and four performance objectives (e.g., verbalize how one job in the pet industry might be enjoyable to you). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include choosing a pet, training of animals, and care of pets. Section III contains seven reference sheets and section IV contains sixteen student activity sheets. (CT)

ED 169 260 CE 020 087

Briggs, Gail And Others

Dairy Industry. Grade 3. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-95p.; For related documents see ED 162 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, Career Awareness, *Career Development, *Career Education, *Dairymen, Grade 3, *Instructional Materials, *Learning Activities, Occupational Information, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of health and manufacturing, this unit entitled The Dairy Industry'' is one of four grade 3 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life-role understanding), two career development themes (e.g., the student will understand the characteristics of life-roles and their functions), four unit goals (e.g., the student will increase his/her awareness of workers within the dairy industry), and four performance objectives (e.g., given a list of twenty workers, the student will identify with at least 80% accuracy those workers within the dairy industry or those whose work contributes to the dairy industry). Also included in Section I are evaluation procedures for a pre- and post-assessment, four evaluation sheets, answer keys, and evaluation tabulation forms. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles are farm, storage and transportation, creamery, and retailer and consumer. Section III contains fifteen teacher reference sheets and section IV contains twenty-eight student activity sheets. (JH)

ED 169 261 CE 020 088

Anderson, Karen Tutton, Joyce

Responding Behaviors. Grade Three. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-62p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Development, *Career Education, *Emotional Development, *Emotional Response, Grade 3, *Instructional Materials, *Learning Activities, *Self Concept, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (emotional and social), this unit entitled Responding Behavior'' is one of four grade 3 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies two career development-centered curriculum (CDCC) elements (e.g., realistic self concept formulation), four career development themes (e.g., identify and use information about self and life-roles as part of decision-making), five unit goals (e.g., become aware that first impressions may change), and six performance objectives (e.g., given five illustrations of five different situations, identify your first impression of each situation). Also included in Section I are evaluation procedures (evaluation tabulation forms and work sheets) for the unit. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include responding to first impressions, to behavior and its consequences, and to feelings. Section III contains two reference sheets, and section IV contains four student activity sheets. (CT)

ED 169 262 CE 020 089

Briggs, Gail And Others

Restaurant Industry. Grade Three. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-107p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Behavioral Objectives, Career Awareness, *Career Development, *Career Education, Food, *Food Service Industry, *Food Service Occupations, Grade 3, *Instructional Materials, *Learning Activities, Occupational Information, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma), *Restaurant Industry

Focusing on the occupational clusters of health, hospitality and recreation, this unit entitled Restaurant Industry'' is one of four grade 3 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies two career development-centered curriculum (CDCC) elements (e.g., life-role understanding), four career development themes (e.g., understanding the relationship of education to life-roles), six unit goals (e.g., become aware of the different characteristics of food), and six performance objectives (e.g., categorize a list of ten foods according to the four basic food groups). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include workers, setting up a restaurant and role-playing, and optional related activities. Section III contains eighteen reference sheets and section IV contains thirty-two activity sheets for students' use. (CT)

ED 169 263 CE 020 090

Briggs, Gail And Others

Airline Workers. Grade 3. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-133p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Behavioral Objectives, Career Awareness, *Career Development, *Career Education, Grade 3, *Instructional Materials, *Learning Activities, Occupational Information, Validated Programs

Identifiers-*Airline Industry, Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of health, hospitality, recreation, clerical, technology, and research, this unit entitled Airline Workers'' is one of four grade 3 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life-role understanding), three career development themes (e.g., the student will understand life-role activity as societal-contributing), three unit goals (e.g., the student will become aware of the contributions made to society by the airline industry), and three performance objectives (e.g., given ten statements, the student will identify, with at least 80% accuracy, those contributions made to society by the airline and its workers). Also included in Section I are evaluation procedures for a pre- and post-assessment, three student evaluation sheets, answer keys, and evaluation tabulation forms. Section II describes teaching strategies for nine unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles include meteorologist, flight attendant, pilot, co-pilot, and flight engineer. Section III contains twenty-five teacher reference sheets and section IV contains twenty-five student activity sheets. (JH)

ED 169 264 CE 020 091

Elliott, Jean And Others

Forestry Workers. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-113p.; For related documents see ED 161 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, *Forestry Occupations, Grade 4, *Instructional Materials, *Learning Activities, Occupational Information, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational cluster of natural resources, this unit entitled ``Forestry Workers'' is one of four grade 4 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies two career development-centered curriculum (CDCC) elements (e.g., realistic self-concept formulation), four career development themes (e.g., the student will understand the relationship of his/her interests, aptitudes, and achievements to career goal realization), five unit goals (e.g., the student will understand how his/her interests relate to forestry work), and five unit performance objectives (e.g., the student will compare how his/her interests relate to forestry work by completing a self-inventory checklist). Also included in Section I are evaluation procedures for a pre- and post-assessment, three student evaluation sheets, answer keys, and evaluation tabulation forms. Section II describes teaching strategies for six unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include silviculture, insects and disease, fire, and surveying. Section III contains nine teacher reference sheets and section IV contains twenty-five student activity sheets. (JH)

ED 169 265 CE 020 092

Anderson, Karen Tutton, Joyce

Best Foot Forward. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (First Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-49p.; For related documents see ED 161 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Development, *Career Education, *Decision Making Skills, Grade 4, *Instructional Materials, *Learning Activities, Self Concept, *Self Evaluation, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (self appraisal, goal setting and the social self), this unit entitled Best Foot Forward'' is one of four grade 4 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies two career development-centered curriculum (CDCC) elements (e.g., decision-making skill development and utilization), four career development themes (e.g., set personally relevant goals as part of decision-making), four unit goals (e.g., set personally relevant goals), and seven performance objectives (e.g., set a personally relevant goal for yourself). Also included in Section I are evaluation procedures (evaluation tabulation forms) for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include understanding your own behavior, understanding social forces, and analyzing and relating behavior. Section III contains one reference sheet, and section IV contains five student activity sheets. (CT)

ED 169 266 CE 020 093

Elliot, Jean And Others

Postal Workers. Grade Four. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-93p.; For related documents see ED 161 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, Grade 4, *Instructional Materials, *Learning Activities, Occupational Information, *Public Service Occupations, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma), *Postal Workers

Focusing on the occupational cluster of public service, this unit entitled ``Postal Workers'' is one of four grade 4 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life-role understanding), five career development themes (e.g., the student will understand the relationship of life-roles changeableness to individual cope-ability), six unit goals (e.g., the student will become familiar with changes in the postal services through the year), and seven performance objectives (e.g., the student will list at least three different ways that mail has been delivered during different periods in history). Also included in Section I are pre- and post-assessment procedures, six student evaluation sheets, answer keys and evaluation tabulation forms. Section II describes teaching strategies for six unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles include the history of postal service, writing letters, addressing envelopes, and postal workers and services. Section III contains thirteen teacher reference sheets, and section IV contains twenty-two student activity sheets. (JH)

ED 169 267 CE 020 094

Elloit, Jean And Others

Police Workers. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-82p.; For related documents see ED 161 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, Career Awareness, *Career Development, *Career Education, Clerical Occupations, Grade 4, *Instructional Materials, Job Skills, *Law Enforcement, *Learning Activities, Occupational Information, *Police, *Public Service Occupations, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of clerical and public service, this unit entitled Police Workers'' is one of four grade 4 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life-role understanding), three career development themes (e.g., understanding the characteristics of life-roles and their functions), four unit goals (e.g., increase awareness of skills used by law enforcement workers), and four performance objectives (e.g., given the names of ten workers, identify those who work in police services). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include awareness of responsibility, workers, and skills. Section III contains eight reference sheets and section IV contains twenty-five activity sheets for students' use. (CT)

ED 169 268 CE 020 095

Miller, Diane Tutton, Joyce

Our Group and Me. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-61p.; For related documents see ED 161 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Development, *Career Education, Grade 5, *Group Dynamics, *Instructional Materials, *Learning Activities, *Self Concept, *Social Development, Social Relations, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (group roles and the social self), this unit entitled ``Our Group and Me'' is one of four grade 5 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), two career development themes (e.g., the student will understand the relationship of social and educational forces to his/her individual development), five unit goals (e.g., the student will learn all of his/her classmates by name), and five performance objectives (e.g., the student will identify, with at least 80% accuracy, his/her classmates by their first names). Also included in Section I are evaluation procedures, three student evaluation sheets, and evaluation tabulation forms. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles include forming our group, alone or together, and working together. Section III contains five teacher reference sheets and section IV contains five student activity sheets. (JH)

ED 169 269 CE 020 096

Khan, Shirley And Others

Manufacturing. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-85p.; For related documents see ED 161 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, Career Awareness, *Career Development, *Career Education, Clerical Occupations, Grade 5, *Instructional Materials, *Learning Activities, *Manufacturing, *Manufacturing Industry, Occupational Information, Sales Occupations, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of clerical, business, sales and trades, and manufacturing, this unit entitled Manufacturing'' is one of four grade 5 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life-role understanding), four career development themes (e.g., understanding the characteristics of life-roles and their functions), five unit goals (e.g., become familiar with characteristics of jobs within the manufacturing industry), and five performance objectives (e.g., given a list of ten occupations with a choice of three characteristics after each, identify the one characteristic that best describes each occupation). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for three unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include setting up a mock factory and culminating activities. Section III contains five reference sheets and section IV contains thirty-one activity sheets. (CT)

ED 169 270 CE 020 097

Khan, Shirley And Others

Hospital Workers. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-192p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, Grade 5, *Hospital Personnel, *Instructional Materials, *Learning Activities, Occupational Information, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of technology and research, clerical, personal and product service, and health, this unit entitled Hospital Workers'' is one of four grade 5 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life-role understanding), two career development themes (e.g., the student will understand the characteristics of life-roles and their functions), four unit goals (e.g., the student will become more aware of proper actions in an emergency situation), and five performance objectives (e.g., given a description of eight situations suggesting common emergency problems, the student will identify, with at least 80% accuracy, the correct emergency procedure for each). Also included in Section I are evaluation procedures for pre- and post-assessments, five student evaluation sheets, answer keys, and evaluation tabulation forms. Section II describes teaching strategies for seven unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles include first aid, nurses, and professional services departments. Section III contains thirty-five teacher reference sheets and section IV contains thirty-two student activity sheets. (JH)

ED 169 271 CE 020 098

Miller, Diane Tutton, Joyce

My Feelings Are Me. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-120p.; For related documents see ED 162 102 and CE 020 072-101

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Development, *Career Education, *Decision Making Skills, *Emotional Development, *Emotional Response, Grade 5, *Instructional Materials, *Learning Activities, *Self Concept, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (the emotional self), this unit entitled My Feelings Are Me'' is one of four grade 5 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies two career development-centered curriculum (CDCC) elements (e.g., realistic self-concept formulation), three career development themes (e.g., understanding one's uniqueness as a result of learning, growth, and maturation), three unit goals (e.g., recognizing emotions in oneself and in others), and four performance objectives (e.g., list ten different emotions that you recognize in yourself and in others). Also included in Section I are evaluation procedures (pre- and post-assessments and evaluation tabulation forms) for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include identifying emotions and feelings, symbols of emotions, and eliciting feelings. Section III contains twenty-seven reference sheets, and section IV contains twenty-three student activity sheets. (CT)

ED 169 272 CE 020 099

Glines, Phyllis Tutton, Joyce

Going Abroad, Anyone? Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-102p.; For related documents see ED 161 102 and CE 020 072-101 ; Some pages marginally legible due to print quality

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, Grade 6, *Instructional Materials, *Learning Activities, Occupational Information, *Travel, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of transportation and communication and hospitality and recreation, this unit entitled Going Abroad, Anyone?'' is one of three grade 6 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies three career development-centered curriculum (CDCC) elements (e.g., life-role understanding), five career development themes (e.g., the student will understand the relationship of education to life-roles), six unit goals (e.g., the student will become aware of those workers with whom one might come in contact while preparing to travel abroad), and seven performance objectives (e.g., given a list of ten workers, the student will identify those workers with whom one would most likely come in contact while preparing to travel abroad). Also included in Section I are evaluation procedures for a pre- and post-assessment, student evaluation sheets, answer keys, and an evaluation tabulation form. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Section III contains eighteen teacher reference sheets and section IV contains fourteen student activity sheets. (JH)

Miller, Diane Tutton, Joyce

Me, Myself, and I. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-75
Contract-300-77-0303
Note-83p.; For related documents see ED 161 102 and CE 020 072-101
Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavioral Objectives, *Career Development, *Career Education, Grade 6, *Individual Development, *Instructional Materials, *Learning Activities, *Self Concept, *Self Evaluation, Validated Programs
Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on self awareness (the physical, emotional, social, and intellectual self), this unit entitled Me, Myself, and I'' is one of three grade 6 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), one career development theme (understanding one's uniqueness as a result of learning, growth, and maturation), four unit goals (e.g., understanding that some traits are acquired and some inherited), and five performance objectives (e.g., given a list of seven traits, the student will classify them as acquired or inherited). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for ten unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include who am I?, self image, and analyzing myself. Section III contains six reference sheets and section IV contains fourteen student activity sheets. (CT)

ED 169 274 CE 020 101

Geisler, Doug And Others

TV Industry. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).

Coloma Community Schools, Mich.

Spons Agency-Michigan State Dept. of Education, Lansing.

Pub Date-75

Contract-300-77-0303

Note-145p.; For related documents see ED 161 102 and CE 020 072-100

Available from-Project CDCC Clearinghouse, P.O. Box 218, Coloma Community Schools, Coloma, Michigan 49038 ($2.25; set of 27 units, $55.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Behavioral Objectives, *Broadcast Industry, *Career Development, *Career Education, Grade 6, *Instructional Materials, *Learning Activities, Occupational Information, Production Techniques, Programing (Broadcast), *Television, Validated Programs

Identifiers-Career Development Centered Curriculum Project, Education Amendments 1974, Michigan (Coloma)

Focusing on the occupational clusters of business, sales and trades, arts and entertainment, transportation and communication, and technology and research, this unit entitled TV Industry'' is one of three grade 6 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies three career development-centered curriculum (CDCC) elements (e.g., life-role understanding, decision-making skills), four career development themes (e.g., the relationship of education to life-roles), seven unit goals (e.g., the relationship of skills to jobs), and twelve performance objectives (e.g., list ten jobs in the TV industry). Also included in Section I are evaluation procedures (pre- and post-assessments and evaluation tabulation forms) for the unit. Section II describes teaching strategies for six unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include sales department, field investigation, programming, and sound and picture engineering. Section III contains twenty-four reference sheets and section IV contains twenty-four student activity sheets. (CT)

ED 169 275 CE 020 142

Elliott, David L.

A Comparison of Career Education Information and Technical Assistance Systems. A Report Prepared for the National Advisory Council for Career Education.

Educational Products Information Exchange Inst., Berkeley, Calif.

Spons Agency-National Advisory Council for Career Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Div. of Grant and Procurement Management.

Pub Date-20 Jul 78

Contract-P00770624

Note-85p.; Some parts of this document may not reproduce well due to faint print

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Career Education, Clearinghouses, Comparative Analysis, Information Centers, Information Networks, *Information Services, *Information Systems, *National Programs, Program Effectiveness, Program Evaluation, *Program Improvement, Resource Centers

Identifiers-ERIC Clearinghouse for Career Education, National Center for Career Education, National Diffusion Network, National Network for Curr Coord in Voc Tec Educ, National Technical Information Service, Research and Development Exchange, Resources in Vocational Education

A study was conducted (1) to describe the specific services of seven major career education information and technical assistance systems, including (but not limited to) content of each system, services offered, clients served, procedures for use, cost for each service, service area (geographic), response formats, response time, and utility of responses for clients served; (2) to compare and contrast the various systems in terms of the items in (1) above; and (3) to make recommendations on issues to be resolved and steps to be taken to assure maximum coordination and minimum overlap among these various systems. The systems included in this study are the National Center for Career Education (NCCE); the ERIC Clearinghouse for Career Education (ERIC/CE); the Research and Development Exchange (RDX); the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE); the National Center for Research in Vocational Education (NCRVE) and Resources in Vocational Education (RIVE or AIM/ARM); the National Diffusion Network (NDN); and the National Technical Information Service (NTIS). The analysis and comparison of these systems were done from the point of view of the consumer, the career education practitioner or researcher. (This document contains descriptions of each system; comparisons of the systems by intended users, intents/purposes, and contents/methodology; and a discussion of issues, problems, and recommendations.) (BM)

ED 169 276 CE 020 187

McCormick, Robert W.

A Follow-Up Study of the Pre-Postsecondary Curriculum Program in Ohio. Final Report.

Ohio State Advisory Council for Vocational Education, Columbus.

Pub Date-Oct 78

Note-71p.; Some pages in this document will not reproduce well due to light print

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Attitudes, Admission Criteria, *Career Choice, *Career Education, *Career Exploration, College Preparation, *Experimental Programs, Grade 11, Grade 12, Noncollege Preparatory Students, Program Costs, Program Evaluation, Secondary Education, State Surveys, Student Attitudes, Teacher Attitudes, Vocational Education

Identifiers-Ohio

The success or lack of success of the students who participated in the experimental pre-postsecondary programs conducted in four Ohio areas in 1974-75 was assessed. The program rationale was the need to offer students in grades 11 and 12 a diversity of pre-postsecondary programs to prepare them for postsecondary occupational or baccalaureate programs. Data were collected from the administrators, program coordinators, instructors, and students who participated in the programs through mail questionnaires and interviews. The conclusions include the following: (1) an effective and fiscally efficient pre-postsecondary program requires careful screening and selection of participants, (2) students completing the program did pursue postsecondary education, (3) students completing the program tended to pursue postsecondary areas of study other than the special areas studied in the program about as often as they pursued the special areas, (4) students and instructors perceived the program as an effective preparation for postsecondary education, (5) instructors and students agreed that the most important program outcome was helping students make a career choice, and (6) the opportunity for a hands-on experience for students rated high with both instructors and students. (Three sample questionnaires are appended.)

(EM)

ED 169 277 CE 020 203

Bielby, William T. And Others
Research Uses of the National Longitudinal Surveys. R&D Monograph 62.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; Employment and Training Administration (DOL), Washington, D.C.; Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date-79
Grant-DL-21-36-77-39
Note-146p.; For a related document see CE 019 754
Available from-Inquiries Unit, Employment and Training Administration, U.S. Department of Labor, Room 10225 Patrick Henry Building, 601 D Street, N.W., Washington, D.C. 20213
Pub Type- Information Analysis (070) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Birth Rate, Educational Benefits, *Employment Experience, *Employment Patterns, Family Characteristics, Females, Labor Economics, Labor Force, Labor Force Nonparticipants, Labor Market, *Labor Supply, Males, *Manpower Needs, Middle Aged, *National Surveys, Occupational Aspiration, Occupational Mobility, Research Needs, Research Problems, Social Discrimination, Social Influences, Wages, Working Women, *Work Life Expectancy, Young Adults
Identifiers-*National Longitudinal Surveys, United States

This report surveys the research done using the National Longitudinal Surveys (NLS) of Labor Market Experience data. It also identifies neglected research opportunities and directions of future research. The content is presented in eleven sections. The focus of sections 2-8 is on research done in major areas of labor market research. The sections are as follow: 2, Labor Supply, covering female labor supply and fertility expectations, child care and welfare, marital instability, and male labor supply; Labor Demand which discusses dual and segmented labor markets, racial discrimination in the labor market, sex discrimination in labor market, unionization and labor market differentials, and labor demand and structural factors; 4 Human Capital and Status Attainment Models, covering human capital, sociology of education, and status attainment; Unemployment Job Separation and Job Search; Social Psychological Factors; Aging; and Methodological Research Using NLS data. Section 9 discusses the utilization of the NLS data, while 10 focuses on some neglected considerations regarding this data. Finally, the last section covers future research with the NLS data. A comprehensive list of references is attached. (EM)

ED 169 278 CE 020 205

Hillison, John

The Determination of the Need to Revise the AGDEX Filing System and Its Market Potential.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.

Pub Date-78

Note-31p.; Some pages may not reproduce clearly due to colored background

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Resources, *Information Storage, *Information Systems, Instructional Materials, Secondary Education, *Teacher Attitudes, *Use Studies, Vocational Agriculture, *Vocational Agriculture Teachers

Identifiers-*AGDEX Filing System, United States

Forty-six secondary school vocational agricultural teachers from eight states were surveyed to determine the need for revising the AGDEX filing system (which is used primarily for filing curriculum materials), the extent of revision needed, and the market potential for a revised edition. The data from thirty-one respondents were analyzed by using frequency counts and percentages. Eighteen AGDEX users were identified, with 55% of them teaching in the area of production agriculture. Of the eighteen users, ten use it for both curriculum materials and audio-visual materials, six for curriculum materials only, and two for audio-visual materials only. The users appear generally quite pleased with the AGDEX system. Sixty-four and one-half percent of all the respondents indicated a willingness to purchase a revised coding manual, while only 55.6 percent of the users were willing to make the purchase. (The survey forms are appended.) (EM)

ED 169 279 CE 020 242

Bishop, Edward W.

Police Management Training. Factors Influencing DWI Dunlap and Associates, Inc., Darien, Conn.

Spons Agency-Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Pub Date-Oct 76

Note-48p.; For related documents see ED 118 879, CE 018 058 and CE 020 243

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alcohol Education, *Management Education, *Police, Program Design, Research, *Traffic Regulations, *Traffic Safety, Training Objectives, *Workshops

The problems of alcohol as it affects highway safety is the subject of this manual which was prepared for a three-day training workshop. This planning guide contains a course outline as well as administrative guidance for the initiation and conduct of a management training program. The five major parts of the document are as follow: (1) summary of research on factors influencing A-R (alcohol-related) arrests; (2) workshop objectives (policy, operations, training, communications); (3) workshop content (concept, outline and schedule, controlled drinking demonstration); (4) workshop leader and participant requirements; and (5) resource and facility requirements. Appendixes contain information on a possible workshop extension and special material for the controlled drinking demonstration. (CT)

ED 169 280 CE 020 243

Bishop, Edward W.

Police Management Training. Factors Influencing DWI Dunlap and Associates, Inc., Darien, Conn.

Spons Agency-Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Pub Date-Oct 76

Note-283p.; For related documents see ED 118 879, CE 018 058 and CE 020 242

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Alcohol Education, Case Studies, Decision Making, *Management Education, *Police, Police Action, Research, Supervisors, *Traffic Regulations, *Traffic Safety, Training Objectives, *Workshops

The problems of alcohol as it affects highway safety is the subject of this manual, which was prepared for a three-day training workshop. This document is intended for the workshop leader (or instructor) who will actually present the workshop. It includes information about the conduct of discussion groups and case studies, as well as some lesson outlines in the traditional format. The objectives of the entire training course and for each unit (or lecture) are presented. The content of each unit is described, and applicable references or sources are identified. The document also includes a discussion of instructor and student (participant) attributes that relate to the effectiveness of this workshop. Appendix topics include the following: excerpts from research studies of factors influencing alcohol-related arrests, workshop leader and participant qualifications, controlled drinking demonstration, and the chemistry and physiological effects of alcohol. (CT)

ED 169 281 CE 020 296

Hlebichuk, Joseph

Guide for AVTS and Community College Post Secondary Distributive Education.

Emporia State Univ., Kans.
Spons Agency-Kansas State Dept. of Education, Topeka.
Pub Date-77
Note-231p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Advisory Committees, *Area Vocational Schools, *Community Colleges, Cooperative Programs, *Distributive Education, Instructional Materials, Instructional Staff, *Postsecondary Education, *Program Administration, Program Design, *Program Development, Program Evaluation, Public Relations
Identifiers-Distributive Education Clubs of America, Kansas

This guide is aimed at persons concerned about quality postsecondary distributive education programs, specifically in Kansas. It provides guidelines for program organization and administration in community colleges and area vocational-technical schools. Section I presents general introductory information about postsecondary distributive education, including program characteristics in community colleges and a discussion of mid-management programs. Section II, program development, includes such topics as procedures for approval of postsecondary vocational programs and an explanation of the different types of instructional programs. Other sections include the following: program management (e.g., curriculum and articulation); advisory committees (e.g., teacher coordinator's role, a two-year program plan checklist); facilities, equipment, and resources (e.g., program needs, purposes of the distributive laboratory); instructional staff (e.g., instructor self-assessment); students (e.g., student recruitment, special needs students); cooperative work experience (e.g., training plans, group sponsor development); Distributive Education Clubs of America (e.g., marketing projects, advisors); evaluation, follow-up, and placement (e.g., basic evaluation outline); and program promotion and public relations (e.g., better speech techniques, accepting gifts and donations). A short bibliography concludes the guide. (CT)

ED 169 282 CE 020 390

Benton, Barbara L.

Math Avoidance and Pursuit of Fantasy Careers.

Pub Date-79
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aspiration, *Career Choice, *College Students, *Comparative Analysis, *Fantasy, Females, Males, *Mathematics, Questionnaires, Research, *Self Concept, Statistical Studies
Identifiers-*Mathematics Anxiety

Math avoidance has been hypothesized as related to career choice restrictions. Few attempts have been made, however, to assess the relative importance of the various components of math avoidance to career choice. Furthermore, it has been implied that persons fearful of math not only avoid specific careers but also reject careers that are otherwise seen as desirable. The purpose of this study was to examine the relative influence of several hypothesized correlates of math avoidance on academic major and career choice; and on fantasy career pursuit and rejection for men and women. One hundred twenty-nine undergraduate students responded to a personal data sheet and to two questionnaires: (1) The Mathematics Attitudes Scales (Fennema and Sherman, 1976); and (2) the Career Aspiration Scales, developed for this study. Five MAS scales discriminated groups by sex and major. Pursuers and rejectors differed by sex and major but not by attitudes toward math. Males and females differed on reasons for rejection of fantasy careers and on career discrepancies. (A bibliography is appended.) (Author/CT)

A Program Review of Secondary Vocational Education in Ohio: Job Placement & State Funding. Staff Research Report No. 126.

Ohio State Legislative Service Commission, Columbus.
Pub Date-Apr 78
Note-73p.; Some pages may not reproduce clearly due to colored background
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes, Area Vocational Schools, Educational Finance, Employer Attitudes, Graduate Surveys, *Job Placement, Job Training, *Program Costs, Program Effectiveness, *Program Evaluation, *School Funds, School Support, *Secondary Education, State Surveys, Student Opinion, Teacher Attitudes, *Vocational Education
Identifiers-Ohio

This report, prepared by the Ohio Legislative Commission's staff for the Joint Education Committee on Program Evaluation, focuses on secondary vocational graduate placement and state funding. The content is presented in three parts. First, the Committee's findings and recommendations regarding the following areas are presented: placement results, graduates' job skills, placement administration, vocational guidance and screening, and the state funding formula and program costs. Next follows a staff summary. Third, the staff's six-chapter report of their study on secondary job training, graduate placement, and state funding is presented. Chapter 1 provides some background about vocational education, its history, and the program structure. The next four chapters pertain to placement. Chapter 2 looks at placement efforts in ten representative joint vocational/comprehensive districts in Ohio and how teachers, administrators, students, and employers evaluate them. In the third chapter, overall placement results are examined in relation to placement efforts as well as results for particular programs. Chapter 5 presents survey findings on how graduates and employers regard the graduates' preparedness and training. The last chapter, on the funding of vocational education, first discusses the costs and funding sources of vocational programs. It then presents the results of a survey of vocational education superintendents concerning funding needs and approaches to state support of vocational programs. (EM)

ED 169 284 CE 020 426

Copa, George H. Maurice, Clyde F.

Demand for Additional Job-Related Training'' by Minnesota Residents Age 16 and Over, 1977.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date-Dec 78

Note-220p.; Report prepared in collaboration with the Minnesota Research and Development Center for Vocational Education

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Adolescents, Adult Education, *Adults, Age Differences, Demography, Economic Factors, Educational Demand, *Educational Needs, Educational Research, Employee Attitudes, *Employment Qualifications, Females, Field Interviews, Hobbies, *Job Training, Males, On the Job Training, Personal Interests, Questionnaires, School Environment, *Skill Development, Statistical Analysis, Vocational Education

Identifiers-*Minnesota

In 1977 approximately 17% of Minnesota's population aged 16 and over (478,000 people) felt that they definitely needed more job-related training in the next year. Another 9% felt that they perhaps needed more training. Of those indicating training interest, 40% were interested enough to pay a non-refundable course fee; 85% were willing to read information about available programs. Most frequent reasons for wanting more training were to do better at or remain qualified for a present job (30%), prepare for a job unrelated to the present or past job (26%), and prepare for a job advancement (20%). Preferred modes to receive instruction were in-school (48%) and on-the-job (42%). Most frequent factors likely to keep persons from enrolling in job training were the following: work takes too much time, program costs, family obligations, and lack of program information. Most frequently cited occupational choices for more training were professional/technical (25%), craft (12%), clerical (11%), managerial/administrative (9%), and service (8%). Of those indicating yes'' or maybe'' to the question for more training, 40% were 16-25 years old; about half were females and half were males. Concerning knowledge and attitude, 90% knew that vocational education's purpose was job training, and two-thirds held a positive attitude toward vocational education. (Also surveyed was the need for hobby/special interest education.) (Author/CSS)

ED 169 285 CE 020 427

Lerwick, Lowell P.

Alternative Concepts of Vocational Education.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date-Jan 79

Note-94p.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Role, Community Relations, Comparative Analysis, Concept Formation, *Conflict, Conflict Resolution, Curriculum, *Educational Alternatives, Educational Facilities, Educational Philosophy, Educational Policy, *Educational Theories, Evaluation Criteria, Existentialism, Foundations of Education, Objectives, *Program Descriptions, Program Development, Student Characteristics, Student Participation, Teacher Role, Teaching Methods, *Vocational Education

Identifiers-Behavioral Engineering, Essentialism, Perennialism, Progressivism, Reconstructionism

Intended for vocational education leaders, this report is presented (1) to describe various systems of ideas, thus increasing awareness of alternative vocational education views, and (2) to aid in an understanding of basic conflicts which affect vocational education. The first of nine chapters reviews the rationale behind the study and notes that past and present conflicts are rooted in philosophy. Levels of possible disagreement (definitional, factual, theoretical, and philosophic) are elaborated. Chapter 2 explains the study's classification system, taken from Howard Ozman's study of comparative philosophies, which is used to examine the alternative vocational education concepts. The next six chapters are devoted to an exploration of vocational education under six selected philosophies: perennialism, essentialism, progressivism, reconstructionism, existentialism, and behavioral engineering. Each philosophy includes the following format: introductory orientation to the parent philosophy, presuppositions, educational perspective, ends of the philosophy, clientele, relation to community, administrative staff, architecture or facilities, curriculum, teacher, method of teaching and participation, and evaluation criteria. The final chapter discusses choosing among the alternative philosophic positions. Current issues and their relationships to the various philosophies are probed. In conclusion, the possibilities of moving toward conflict resolution are summarized. (CSS)

Davis, Rodney E. Husted, Stewart W.
Distributive Education Competency-Based Curriculum Models by Occupational Clusters. Final Report.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Mar 79
Note-281p.; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills, Curriculum Development, *Distributive Education, *Educational Objectives, Educational Resources, Interpersonal Competence, *Job Skills, *Learning Activities, *Marketing, Occupational Clusters, *Performance Based Education, Performance Criteria, Retailing, Secondary Education, Skill Development, Vocational Education
Identifiers-Indiana

To meet the needs of distributive education teachers and students, a project was initiated to develop competency-based curriculum models for marketing and distributive education clusters. The models which were developed incorporate competencies, materials and resources, teaching methodologies/learning activities, and evaluative criteria for the three-year program structure in Indiana. The distributive education first- and second-year curriculum models are based upon common competencies of sixty-nine marketing and distributive occupations as identified by Lucy C. Crawford and revalidated by the Interstate Distributive Education Curriculum Consortium. The third-year model is based upon common retail competencies needed to advance beyond entry-level employment. The first two units, (1) distributive education and (2) marketing and distribution, basically follow the same outline: behavioral goals, introduction to distributive education, marketing and distribution in the economy, social skills, basic skills, and marketing skills. The third unit, marketing management, contains all of the above, but omits marketing and distribution in the economy.'' Each section in the unit contains a competency outline, performance objectives, learning activities, and reference material. Each unit concludes with a bibliography. In conclusion, it is recommended that the curriculum models be field tested and revised, and that competency-based testing devices appropriate for each curriculum model be developed. (CSS)

ED 169 287 CE 020 447

Ellis, John A. Wulfeck, Wallace H., II

The Instructional Quality Inventory: IV. Job Performance Aid. Special Report 79-5.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.-NPRDC-SR-79-5

Pub Date-Nov 78

Note-16p.; Not available in hard copy due to small, light print; For a related document see ED 164 870

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classification, *Curriculum Evaluation, Educational Objectives, Evaluation Criteria, Evaluation Methods, Instructional Design, *Instructional Improvement, Job Skills, *Material Development, *Performance Based Education, *Teaching Methods, *Test Construction, Test Selection

Developed for educators and trainers in the U.S. Navy, this Instructional Quality Inventory (IQI) is designed to provide quality control and evaluation procedures for instructional development. A by-step instructional development approach is provided for each of five categories: objective adequacy, test consistency, test adequacy, presentation consistency, and presentation adequacy. Among other things, objective adequacy, test consistency, and presentation consistency are examined according to content type: face, concept, procedure, rule, or principle. The inventory concludes with checklists for each of the five inventory categories. For example, for objective adequacy the checklist inquires about the objective's correctness, classification, and appropriateness. (CSS)

ED 169 288 CE 020 462

Baca, Patricia

Coordinated Vocational Academic Education. Home and Community Services Instructor's Handbook.

Sam Houston State Univ., Huntsville, Tex.

Pub Date-78

Note-310p.

Available from-Demand Publishing Company, 4104 Nagle, Bryan, Texas 77801, ($13.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Academic Education, Clothing Instruction, Community Services, English Instruction, Food Service, Foods Instruction, Home Economics Education, *Home Economics Skills, Home Furnishings, Home Management, Individual Development, Instructional Materials, *Job Skills, Learning Activities, Mathematics Instruction, *Occupational Home Economics, Science Instruction, Social Studies, *Special Education, *Vocational Education

Identifiers-Texas

This instructor's handbook contains information on the Coordinated Vocational Academic Education program (CVAE) designed for special learning needs students (in-school youth possessing academic, socio-economic, or other handicaps). Academic instruction is provided for the areas of math, science, English, and social studies. Home economics skills are included in the vocational section: clothing services, food services, home furnishings services, and housekeeping management. Objectives and activities are provided for six grading periods. Materials from various sources are compiled into instructional units. They include worksheets, study sheets, skits, word puzzles, a crossword puzzle, notes for student notebooks, written tests, self-evaluation forms, notes on filmstrips, key points for teacher demonstrations and/or classroom discussions, and plans for organization of food labs and housekeeping duties, as well as other helpful instructional aids. Illustrated directions accompany the text. A bibliography is appended. (CT)

ED 169 289 CE 020 474

Summary of Instructor's Indices for Prevocational Activities. A Guide to Organizing, Planning and Implementing a Prevocational Curriculum.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-119p.; For related documents see CE 020 475-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiovisual Aids, *Distributive Education, *Health Occupations Education, *Home Economics Education, *Learning Modules, *Office Occupations Education, Prevocational Education, *Trade and Industrial Education

This booklet contains a summary of the instructor's indices for the South Carolina prevocational curriculum program. It includes ninety-two activities which are arranged around a cluster of vocational offerings: home economics, agriculture, distributive education, world of work, trade and industry, office occupations, and health occupations. (The individual kits are in documents CE 020 475-566.) Each summary includes the following information: title of activity, description of activity, duration of activity, implementation requirements, audiovisual and technical equipment needed, expendable and student/instructor-supplied materials, related free films, and reference books. This document also contains a listing of kits by kit number and title and a cross-reference by vocational area. (CT)

ED 169 290 CE 020 475

Howard, John

T & I Building Construction, Safety. Kit No. 1. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-29p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Safety Education, *Trade and Industrial Education, Transparencies

An instructor's manual and student activity guide on building construction safety are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (seven-thirteen days), activity goals, instructional objectives (five), related, vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key for the activity of objective 1, and a master for duplication the grid sheet for objective III). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., list of fifteen safety rules, choose a safety idea and draw sketch for a poster). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a safety coordinator and safety inspector conclude the document. (JH)

ED 169 291 CE 020 476

Jackson, Janette

Health Occupations Thermometer. Kit No. 2. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-30p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Equipment Utilization, *Health Occupations Education, *Learning Activities, *Learning Modules, Occupational Clusters, Occupational Information, Prevocational Education, Transparencies

Identifiers-*Oral Thermometer

An instructor's manual and student activity guide on the oral thermometer are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, instructional objectives (eight), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objectives and masters for duplication e.g., checkpoint sheets). The student activity guide provides step-by-step instructions (narrative and illustrations e.g., name the parts of an oral thermometer, clean a clinical thermometer, take another student's temperature) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e.g., ambulance attendant, nurse aide, licensed practical nurse) conclude the document. (JH)

ED 169 292 CE 020 477

Wilkins, Thelma

Cosmetology. Kit No. 3. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-56p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Cosmetology, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education, Transparencies

An instructor's manual and student activity guide on cosmetology are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (twelve to thirteen days), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities and masters for duplications e.g., test answer sheets on identification of equipment, sample appointment sheets). The student activity guide, organized into five sections (manager, manicurist, hair stylist, eyebrow stylist, and inspector), provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. Objectives focus on the identification and use of the equipment in each area. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a manicurist, cosmetologist, and hair stylist conclude the document. (JH)

ED 169 293 CE 020 478

Underwood, Earl

T & I Basic Electricity. Kit No. 4. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-53p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Electrical Occupations, *Electricity, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education, Transparencies

An instructor's manual and student activity guide on basic electricity are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to ten classes), activity goals, instructional objectives (seven), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication (i.e., job supervisor's material list, wiring plans). The student activity guide, organized for different groups (salespersons, delivery persons, inspectors, job supervisors, and workers), provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. Objectives include identifying electrical symbols and items, stripping and joining wire, and taking material orders. At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an electrician concludes the document. (JH)

ED 169 294 CE 020 479

Lanford, Frank
T & I Painting and Decorating. Kit No. 5. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-56p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Artists, Behavioral Objectives, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Painting, Prevocational Education, *Trade and Industrial Education, Transparencies

An instructor's manual and student activity guide on painting and decorating are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, masters for duplication e.g., checklists, interview survey sheet , and a set of transparencies for use with this set). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. (The activity deals with making a decorative hanging for a wall). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a colorer, airbrush painter, spray painter, and spray paint helper conclude the document. (JH)

ED 169 295 CE 020 480

Sloan, Lee

Agriculture Agricultural Production 1, Seed Bed. Kit No. 6. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-53p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Occupations, *Agricultural Production, Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Plant Science, Prevocational Education

An instructor's manual and student activity guide on the seed bed are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity, (four to ten periods), activity goals, instructional objectives for eight occupations (farmhand I and II, hotbed worker, farm hand inventory clerk, sales representative, farm hand sales, county farm agent, and truck farmer), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and two master sheets for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. The activity is based on preparation and care of seed beds and care and sale of tomato plants. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for inventory clerk, sales representative, farmworker, and horticultural worker I & II conclude the document. (JH)

ED 169 296 CE 020 481

Underwood, Earl

T & I Small Engine Repair, the Ignition System. Kit No. 7. Instructor's Manual. Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-24p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Auto Mechanics (Occupation), Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

Identifiers-*Ignition Systems

An instructor's manual and student activity guide on the ignition system of small engines are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to ten days), activity goals, instructional objectives (five), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication e.g., check sheets identification of tools and parts of the ignition system). The student activity guide (for working on the ignition system of a small engine) provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an automobile mechanic, automobile mechanic helper, and automobile service station attendant conclude the document. (JH)

ED 169 297 CE 020 482

Conner, Connie

Office Occupations Accounting. Kit No. 8. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-2!1-0330
Note-71p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accounting, Behavioral Objectives, Food Service Industry, *Food Service Occupations, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education

An instructor's manual and student activity guide on accounting are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide includes the following elements: title of activity, duration of activity (four to eight periods), activity goals, instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication view fact sheet and various business forms). The student activity guide is organized around the different jobs in one of two companies. These jobs include food and drug inspector, food processing supervisor, labeling supervisor, food labeler, distribution supervisor, coin collector, and secretary. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evalution activity). Occupational descriptions for a food and drug inspector, secretary, order clerk, coin collector, and production supervisor conclude the document. (JH)

ED 169 298 CE 020 483

Conner, Connie C.

Office Occupations Stenographic, Duplicating Machine. Kit No. 9. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-30p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Instructional Materials, Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Machines, *Office Occupations Education, Prevocational Education, *Reprography, *Stenography

An instructor's manual and student activity guide on duplicating machines are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, instructional objectives (seven), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a master for duplication a view fact sheet). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., prepare a master to be duplicated on a spirit duplicator, correct errors on a spirit master). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a secretary and a duplicating-machine operator conclude the document. (JH)

ED 169 299 CE 020 484

Poston, Paul

T & I Masonry. Kit No. 10. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-42p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Bricklaying, Instructional Materials, *Learning Activities, *Learning Modules, *Masonry, Occupational Clusters, *Occupational Information, Prevocational Education, Supervisors, *Trade and Industrial Education

An instructor's manual and student activity guide on masonry are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to fourteen days), activity goals, instructional objectives (fifteen), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key(s) to instructional objectives 1, 2, 3, and 4, and duplication masters of student question and answer sheets). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify terms related to masonry, mix practice mortar, lay a course of bricks). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a bricklayer supervisor, stonemason supervisor, bricklayer, and stonemason conclude the document. (JH)

ED 169 300 CE 020 485

Lake, Robert

T & I Drafting and Design, Wood Plaque. Kit No. 11. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-34p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Designers, *Drafting, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Sign Painters, *Trade and Industrial Education, Woodworking

An instructor's manual and student activity guide [illegible] designing and making a wood plaque are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (ten to fifteen periods), activity goals, instructional objectives (eighteen), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key(s) to instructional objective five and six and a master of a view fact sheet for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., show a thumbnail sketch of a plaque, use router to inscribe on wood, apply varnish to the plaque). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a letterer, sign painter helper, delineator, hand sign writer, and sign painter conclude the document. (JH)

ED 169 301 CE 020 486

Campbell, Creola S.
Office Occupations General Clerical. Kit No. 12. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-54p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Clerical Occupations, Food Service, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education, Publishing Industry

An instructor's manual and student activity guide on general clerical work are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eight days), activity goals, instructional objectives (seven), related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., inventory sheets, worksheet for administrative secretary). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., copy material from an index card onto a spirit master, arrange material numerically, operate a stapler to bind a book). At the end of each set of instructions is a student check point (evaluation activity). Twenty-one occupational descriptions (e.g., bookbinder, file clerk, collator operator, editorial assistant, etc.) conclude the document. (JH)

Gull, Gaynell
Cabinetmaking. Kit No. 13. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-72p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Cabinetmaking, Carpenters, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education, *Woodworking

An instructor's manual and student activity guide on cabinetmaking are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (fifteen to eighteen days), activity goals, instructional objectives (thirteen), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., work record chart, wooden box plans, student check point sheets). The student activity guide on the construction of a wooden box provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify tools, identify grain direction, cut a combination rabbet-dado joint). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a carpenter, cabinetmaker supervisor, cabinetmaker, cabinetmaker apprentice, and painter conclude the document. (JH)

ED 169 303 CE 020 488

Jones, Phillip

T & I Auto Service Repair. Kit No. 14. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-29p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Auto Mechanics (Occupation), Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education
Identifiers-*Service Station Attendants

An instructor's manual and student activity guide on auto service repair are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight days), activity goals, instructional objectives (nine), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication a view fact sheet and a student checklist). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., replace an air filter, replace wiper blades, check air pressure in tires, measure tire tread wear). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an automobile service station attendant concludes the document. (JH)

ED 169 304 CE 020 489

Wilkins, Thelma

Home Economics Child Care Services. Kit No. 15. Instructor's Manual.
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-51p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Child Care Occupations, *Home Economics Education, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on child care services are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (two to seven periods), activity goals, instructional objective, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., child observation sheet, design patterns). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing the instructional objective (prepare a book that includes a variety of activities for a child to learn to do). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a preschool teacher, children's institution attendant, and school child-care attendant conclude the document. (JH)

ED 169 305 CE 020 490

Jones, Philip

T & I Drafting, Reading the Architect's Scale. Kit No. 16. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-36p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Architectural Drafting, Behavioral Objectives, Draftsmen, Instructional Materials, *Learning Activities, *Learning Modules, *Measurement Instruments, Mechanical Design Technicians, *Metric System, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on reading the architect's scale and the metric scale are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (drafting). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight days), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., student check sheet and a floor plan and road map to be measured by the students). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., use the 1/2 scale on an architect's rule to measure and record in feet and inches). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an architectural drafter and a mechanical equipment engineering assistant conclude the document. (JH)

ED 169 306 CE 020 491

Wilkins, Thelma

Home Economics Food Service, Restaurant. Kit No. 17. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-64p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Food Service Occupations, Home Economics Education, Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on the restaurant business are provided in this set of prevocational education materials which focuses on the vocational area of home economics (food service). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to five periods), activity goals, instructional objectives for different occupations in a supply company, a bakery, and a restaurant, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., order checklist, order pad for bakery, check sheets). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., prepare chocolate pies to be served in a restaurant situation, act as waiter/waitress serving the pies). At the end of each set of instructions is a student check point (evaluation activity). Thirteen occupational descriptions (e.g., cook, cashier, formal waiter/waitress, manager and baker) conclude the document. (JH)

ED 169 307 CE 020 492

Grant, Barbara

Home Economics Food Services. Kit No. 18. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-71p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Food Service Occupations, *Home Economics Education, Instructional Materials, *Learning Activities, *Learning Modules, *Measurement, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on food services are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, seventeen instructional objectives for three areas (measuring solids, liquids, and weighing), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., checkpoint sheets, seven recipes). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Five occupational descriptions (meat grinder, butcher, cook, chef, and baker) conclude the document. (JH)

ED 169 308 CE 020 493

Kinard, Sara

Distributive Education Cashiering. Kit No. 19. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-32p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, Sales Workers
Identifiers-*Cashiers

An instructor's manual and student activity guide on cashiering are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to eleven days), activity goals, instructional objectives (five), related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objectives 2-5, and masters for duplication e.g., sales checks, change fund receipt, handouts on the parts of a cash register). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., prepare cash register for the working day, make change for a customer's purchase, manipulate register keys correctly). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a general merchandise salesperson and cashier conclude the document. (JH)

Campbell, Creola S.

Office Occupations Business Communications. Kit No. 20. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-38p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Business Communication, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education

An instructor's manual and student activity guide on business communications are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to five days), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication e.g., sample business letter, application-for-employment form, telegram form). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., complete an application-for-employment form, answer a letter of inquiry, compose a telegram). At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e.g., stenographers, stenotype operator) conclude the document. (JH)

ED 169 310 CE 020 495

Caines, Royce

Agriculture Agricultural Sales and Service. Kit No. 21. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-62p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Supply Occupations, *Agriculture, Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, Sales Occupations, Service Workers

An instructor's manual and student activity guide on agricultural sales and service are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven periods), activity goals, instructional objectives for five roles (farm and garden center manager, sales clerk, bookkeeper, fertilizer company sales representative and customer), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., sales slip, accounting ledger, sales invoice). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end

of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a bookkeeper, sales clerk, sales representative, and retail store manager conclude the document. (JH)

ED 169 311 CE 020 496

White, Jim
Metal Work Making a Hanging Basket Bracket. Kit No. 22. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center ; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-46p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, *Metal Working Occupations, Occupational Clusters, *Occupational Information, Prevocational Education, Trade and Industrial Education

An instructor's manual and student activity guide on making a hanging basket bracket are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (metal work). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six periods), activity goals, instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., final drawing of project, student answer sheet). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., use a square and scribe to mark lines on metal, use a hand drill and pop rivet gun). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a drill-press operator, vertical contour-band-saw operator, and machinist conclude the document. (JH)

ED 169 312 CE 020 497

White, Jim

Metal Work: Making an Adjustable C-Clamp. Kit No. 23. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-58p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, *Metal Working Occupations, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on making an adjustable C-clamp are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (metal work). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six periods), activity goals, instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., final drawings of project, student answer sheet). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., measure and cut stock, die threads in rod stock). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a drill press operator, contour band-saw operator, and machinist conclude the document. (JH)

ED 169 313 CE 020 498

Underwood, Earl
Home Economics Child Care Services. Kit No. 24. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78

Grant-SC-5058-76-I-211-0330
Note-24p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Child Care Occupations, *Home Economics Education, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on child care services are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, instructional objectives (eight), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, student fact sheet for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., construct a splatter screen and use for printing, make finger paint for children). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for children's institution attendant, nursery school attendant, and playroom attendant conclude the document. (JH)

ED 169 314 CE 020 499

Campbell, Creola S.

Office Occupations General Clerical, Consumer. Kit No. 25. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-56p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Clerical Occupations, Instructional Materials, *Learning Activities, *Learning Modules, *Merchandising, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education

An instructor's manual and student activity guide on general clerical work related to the consumer market are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to six days), activity goals, four instructional objectives, related vocational clusters and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Twelve occupational descriptions (e.g., order clerk, inventory clerk, invoice-control clerk, sales attendant, purchasing agent) conclude the document. (CT)

Campbell, Creola S.
Office Occupations Accounting, Banking. Kit No. 26. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-71p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Finance Occupations, Instructional Materials, *Learning Activities, *Learning Modules, *Money Management, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education

An instructor's manual and student activity guide on accounting and banking are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven days), activity goals, six instructional objectives, related vocational cluster, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for head teller, supervisor-cashiers, general teller, receptionist, clerical cashier, and bookkeeper conclude the document. (CT)

ED 169 316 CE 020 501

Miles, Mamie Rose

World of Work: Employment and American Economic System. Kit No. 27. Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-82p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Economic Education, *Employment, *Learning Activities, Occupational Clusters, *Occupational Information, Prevocational Education, Transparencies

Identifiers-*United States

An instructor's manual on employment and the American economic system is provided in this set of prevocational education materials which focuses on the world of work. Instructional goals include knowing what is meant by employment, understanding how the American economic system works, and understanding what is meant by free enterprise. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to six days), activity goals, instructional objectives (nine), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., vocabulary list and word puzzles ; large set of transparencies is also included). (JH)

Miles, Mamie Rose
World of Work: Money Management, Financial, and Credit. Kit No. 28. Instructor's Manual.
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-45p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Credit (Finance), *Learning Activities, *Learning Modules, *Money Management, Occupational Clusters, *Occupational Information, Prevocational Education, Transparencies

An instructor's manual on money management, finance, and credit are provided in this set of prevocational education materials which focuses on the world of work. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to four periods), activity goals, nine instructional objectives (e.g., calculate the amount of money that can be counted as income, verbally define the term credit, calculate the cost of using credit), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to a student worksheet, and seven student worksheets to be duplicated; a set of transparencies for use with this manual is also included.) (JH)

ED 169 318 **CE 020 503**

Trayer, Gene

DE Basic Merchandising Mathematics. Kit No. 29: Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-36p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Distributive Education, Instructional Materials, *Learning Activities, *Learning Modules, *Mathematical Applications, *Merchandising, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on basic merchandising mathematics are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to nine periods), activity goals, nine instructional objectives, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication e.g., daily balance form, answer sheets, daily sales report). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify parts of a cash register record, balance a daily sales report, compute a weekly wage based on hours worked). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a head teller, cashiers supervisor, cashier, and teller conclude the document. (JH)

ED 169 319 CE 020 504

Peterson, Ken
T & I Small Appliance Repair. Kit No. 30. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-34p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.0; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Electrical Appliance Servicemen, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on small appliance repair are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to nine days), activity goals, four instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and answer sheets and a check sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify basic tools used in the trade, assemble a lamp, repair a toaster). At the end of each set of instructions is a student check point (evaluation activity). Two occupational descriptions for electrical appliance repairer conclude the document. (JH)

ED 169 320 CE 020 505

Sloan, Lee

Agriculture Forestry. Kit No. 31. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-28p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agriculture, Behavioral Objectives, *Forestry, *Forestry Occupations, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on forestry are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide includes the following elements: title of activity, duration of activity (five to nine periods), activity goals, ten instructional objectives for two occupational areas (forester aide and forest supervisor), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., use a cruise stick to determine tree height, supervise as other students estimate tree diameters). At the end of each set of instructions is a student check point (evaluation activity). Nine occupational descriptions (e.g., fire ranger, forest nursery supervisor, forester aide) conclude the document. (JH)

ED 169 321 CE 020 506

Miles, Mamie Rose

World of Work Personality Development. Kit No. 32. Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-45p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Individual Characteristics, Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Clusters, *Occupational Information, *Personality Development, Prevocational Education

An instructor's manual on personality development is provided in this set of prevocational education materials which focuses on the vocational area of the world of work. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to four periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, worksheet masters for duplication, and transparencies describing personality traits.) (CT)

ED 169 322 CE 020 507

Miles, Mamie Rose

World of Work Choosing a Career. Kit No. 33. Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-36p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Career Choice, *Career Exploration, *Career Planning, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, Transparencies

An instructor's manual on choosing a career is provided in this set of prevocational education materials which focuses on the world of work. Objectives include writing in information required on an occupational listing form concerning jobs in the community, developing a tentative occupational plan, and writing in information concerning an area vocational center. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow up activities, masters for duplication e.g., occupational listing form, tentative occupational plan , and a set of transparencies). (JH)

ED 169 323 CE 020 508

Campbell, Creola S.

Office Occupations General Clerical, Commercial Mailing. Kit No. 34. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-30p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Clerical Occupations, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education

Identifiers-*Commercial Mail Processing

An instructor's manual and student activity guide on commercial mailing are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven days), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to two student check point activities and masters for duplication e.g., registration form, postal rate and class charts facsimile). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., compose an advertising leaflet for mailing to customers, address envelopes using the recommended postal procedures). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a secretary and administrative clerk conclude the document. (JH)

ED 169 324 CE 020 509

Underwood, Earl

T & I, Power Mechanics. Kit No. 35. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-24p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Power Mechanics, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on power mechanics are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, instructional objective (build a model rocket and a solar reflector), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for engineering analyst, power operator, power-plant operator, and power-reactor operator conclude the document. (JH)

ED 169 325 CE 020 510

Smith, Claudia
Agriculture Horticulture. Kit No. 36. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-33p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agriculture, Behavioral Objectives, *Horticulture, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Plant Science, Prevocational Education

An instructor's manual and student activity guide on horticulture are provided in this set of prevocational education materials which focus on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations) The instructor's guide is organized into the following elements. title of activity, duration of activity (eleven to seventeen days), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities 1 and 2, and masters for duplication e.g., checksheets). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify parts of a plant, prepare soil for germination, plant a flat of seeds). At the end of each set of instructions is a student check point (evaluation activity). Five occupational descriptions (e.g., plant propagator, horticultural worker) conclude the document. (JH)

ED 169 326 CE 020 511

Wilkins, Thelma

Home Economics Housing and Home Furnishings. Kit No. 37. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-53p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Color Planning, *Furniture Arrangement, *Home Economics Education, *Home Furnishings, Housing, Instructional Materials, *Interior Design, Learning Activities, Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on housing and home furnishings are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elments: title of activity, duration of activity (eight to eleven periods), activity goals, ten instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., check sheets, color quiz, diagrams on furniture arrangement). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify monochromatic color harmony, arrange living room furniture on a scale drawing). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an interior designer concludes the document. (JH)

ED 169 327 CE 020 512

Campbell, Creola S.

Office Occupations Keypunch. Kit No. 38. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-84p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education, Transparencies

Identifiers-*Key Punch Operators

An instructor's manual and student activity guide on keypunch are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive

education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven days), activity goals, four instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, masters for duplication, and a set of transparencies.) The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for verifier operator, keypunch operator, and sorting-machine operator conclude the document. (JH)

ED 169 328 CE 020 513

Miles, Mamie Rose

World of Work Education and Jobs. Kit No. 30. Instructor's Manual.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-25p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, [illegible] filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Employment Opportunities, Information Sources, *Job Search Methods, Job Training, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Relevance (Education), Transparencies

An instructor's manual on education and jobs is provided in this set of prevocational education materials which focuses on the vocational area of the world of work. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three periods), activity goals, four instructional objectives, vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class and during the class, masters for duplication and a set of transparencies). (CT)

ED 169 329 CE 020 514

Underwood, Earl

T & I Building Construction, Wall Section. Kit No. 40. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-7S-I-211-0330

Note-43p.

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Building Trades, *Carpenters, Construction (Process), Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Teachers

An instructor's manual and student activity guide on building construction and making a wall section are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to ten classes), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to a student check point activity, and masters for duplication e.g., order form for salesperson, job supervisor's material list, check sheets, and building plans). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., measure and cut wood to correct size, assemble and nail the wood together). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a carpenter's supervisor and house builder conclude the document. (JH)

ED 169 330 CE 020 515

Carter, Wesley

Agriculture Ornamental Horticulture. Building Model Greenhouse and Growing Plants. Kit No. 41. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-36p.
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agriculture, Behavioral Objectives, *Greenhouses, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, Occupational Information, *Ornamental Horticulture, *Plant Growth, Prevocational Education

An instructor's manual and student activity guide on building a model greenhouse and growing plants are provided in this set of prevocational education materials which focuses on the vocational area of agriculture (ornamental horticulture). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five days main activity, eighteen days for follow-up activity), activity goals, ten instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activity 1 and masters for duplication e.g., objective 1 check sheet, plans for model greenhouse). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify tools and equipment, build model greenhouse, plant seeds in greenhouse). At the end of each set of instructions is a student check point (evaluation activity). Five occupational descriptions (e.g., plant propagator horticultural worker) conclude the document. (JH)

ED 169 331 CE 020 516

Miles, Mamie Rose

World of Work The Interview and Working Relationships. Kit No. 42. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-96p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Employer Attitudes, *Employment Interviews, *Job Application, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, Transparencies, Work Attitudes, Work Environment

An instructor's manual and student activity guide on the interview and working relationships are provided in this set of prevocational education materials which focuses on the world of work. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight periods), activity goals, ten instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, masters for duplication, and a set of transparencies). (JH)

ED 169 332 CE 020 517

Walters, Brenda B.

D.E. Fashion Merchandising. Kit No. 43. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-34p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Fashion Industry, Instructional Materials, *Learning Activities, *Learning Modules, *Merchandising, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on fashion merchandising are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Eight occupational descriptions (e.g., merchandise distributor, stock-control clerk, sales clerk, salesperson, stock-control supervisor) conclude the document. (CT)

ED 169 333 CE 020 518

Sloan, Lee

T & I Sheet Metal. Kit No. 44. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-103p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Sheet Metal Work, *Trade and Industrial Education

An instructor's manual and student activity guide on sheet metal are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide includes the following elements: title of activity, duration of activity (eight to eleven periods), activity goals, instructional objectives for twelve occupations (order clerk, delivery person, medical equipment and supply representative, tool clerk, layout maker, sheet metal mechanic, sheet metal helper, painter, hand packager, safety inspector, sales representative, and shop supervisor), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, and follow-up activities). The student activity guide, based on the construction of a metal first-aid kit, provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Seven occupational descriptions (e.g., tool-crib attendant, sheet-metal worker) conclude the document. (JH)

ED 169 334 CE 020 519

Jackson, Janette
Health Occupations Practical Nurse. Kit No. 45. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-27p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Health Occupations Education, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Practical Nursing, Prevocational Education

An instructor's manual and student activity guide on practical nursing are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and check point sheets and a handout to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify parts of a sphygmomanometer and stethoscope, take another student's blood pressure). At the end of each set of instructions is a student check point (evaluation activity).

Occupational descriptions for a licensed practical nurse and a practical nurse conclude the document. (JH)

ED 169 335 CE 020 520

Vaughan, Ellen C.

D.E. Fashion Merchandising. Fiber and Fabric Identification. Kit No. 46. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-35p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Fashion Industry, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

Identifiers-*Textile Fabrics, *Textile Fibers

An instructor's manual and student activity guide on fiber and fabric identification are provided in this set of prevocational education materials which focuses on the vocational area of distributive education (fashion merchandising). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to twelve periods), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., activity sheets and checkpoints 1-3). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (identify and chart the three basic weaves, identify fabric samples using the burn test, weave a piece of fabric using a hand loom) At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a salesperson, buyer, and clothes designer conclude the document. (JH)

ED 169 336 CE 020 521

Saddler, Shelvia

T & I Industrial Sewing. Making Decorative Pillows by Hand. Kit No. 47. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-30p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Sewing Instruction, *Trade and Industrial Education

Identifiers-*Industrial Sewing

An instructor's manual and student activity guide on making decorative pillows by hand are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (industrial sewing). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to seven periods), activity goals, fourteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and a student question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify tools used in industrial sewing, backstitch sew the pillow together). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a hemmer and regular equipment sewing machine operator conclude the document. (JH)

ED 169 337 CE 020 522

Lake, Robert

T & I Auto Mechanics. Electrical System. Kit No. 48. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-33p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes; $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Auto Mechanics (Occupation), Behavioral Objectives, *Electrical Systems, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education
Identifiers-Service Station Attendants

An instructor's manual and student activity guide on auto electrical systems are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eleven periods), activity goals, fifteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities 1 and 2, student question sheet and check sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify nine tools used for engine tune-up, replace points and condenser on engine mock-up.) At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an automobile mechanic and a service station attendant conclude the document. (JH)

Lanford, Frank

T & I Automotive Body Repair. Kit No. 49. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-65p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Auto Body Repairmen, Behavioral Objectives, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education, Transparencies

An instructor's manual and student activity guide on automotive body repair are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, three instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., student check point booklet, labels for tools and equipment, and safety rosters). A set of transparencies is also provided. The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., straighten and prepare material by sanding and hammering). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a spray painter and automobile-body repairer conclude the document. (JH)

ED 169 339 CE 020 524

Wilkins, Thelma
T & I Tailoring. Kit No. 50. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-48p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Sewing Instruction, *Trade and Industrial Education

An instructor's manual and student activity guide on tailoring are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (seven to twelve periods), activity goals, eighteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., checksheets, patterns). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., prepare sewing machine for sewing, identify pattern pieces for apron, pin pattern to fabric). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for sewing machine operators and hemmers conclude the document. (JH)

ED 169 340 CE 020 525

Cooper, Samuel

Agriculture Agriculture Science Seed Germination. Kit No. 51. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-26p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agriculture, Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Plant Science, Prevocational Education

An instructor's manual and student activity guide on seed germination are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to seven class periods not including 30 days of monitoring plants and totaling data), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., student answer sheet, plant growth chart). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., list five ways seeds benefit humans, plant two seeds, maintain growing plants). At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e.g., vegetable farmer, farmworker, harvest worker) conclude the document. (JH)

ED 169 341 CE 020 526

Jones, Philip
T & I Electricity. Power. Kit No. 52. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-39p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Electricity, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on electrical power are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., wiring diagrams). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., assemble an electrical plug, wire a circuit). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an electrician supervisor and an electrician helper conclude the document. (JH)

ED 169 342 CE 020 527

Walker, Larkin V., Jr.
Agriculture Forestry Seedlings. Kit No. 53. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-36p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agricultural Education, Behavioral Objectives, *Forestry, Instructional Materials, Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Planting, Prevocational Education, *Vocational Agriculture

An instructor's manual and student activity guide on forestry seedlings are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to eleven periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., check sheets, sample application for ordering seedlings). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., write an application to order seedlings, identify five rules for seedling planting, use an increment borer). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a forester aide, fire ranger, forest worker, and tree planter conclude the document. (JH)

ED 169 343 CE 020 528

Lowery, Ann

Home Economics Food Service Catering. Kit No. 54. Instructor's Manual

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-24p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Food Service Industry, *Home Economics Education, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

Identifiers-*Catering

An instructor's manual and student activity guide on food service, catering are provided in this set of prevocational education materials which focuses on the vocational area of home economics. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to five periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., prepare a sandwich suitable for a wedding reception, set up a reception table). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a food service manager and a caterer helper conclude the document. (JH)

ED 169 344 CE 020 529

Lake, Robert J.

T & I Metalworking, Forging. Kit No. 55. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-34p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, *Metal Working Occupations, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

Identifiers-*Metal Forging

An instructor's manual and student activity guide on forging are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (metalworking). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (seven to ten periods), activity goals, thirteen instructional objectives, related vocational clusters , and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication e.g., student answer sheet and fact sheet). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., forge a chisel shape on a red hot end of metal stock). At the end of each set of instructions is a student check point (evaluation activity). Six occupational descriptions (e.g, die setter, heavy forger) conclude the document. (JH)

ED 169 345 CE 020 530

Bomar, William

Agriculture Agricultural Mechanics, Electric Motors. Kit No. 56. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-40p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Engineering, *Agriculture, Behavioral Objectives, *Electric Motors, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on agricultural mechanics (electric motors) are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to ten periods), activity goals, eighteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and student worksheets to be duplicated.) The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., disassemble a split-phase motor and clean the points, list thirteen advantages of using electric motor). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an electrician, assembly supervisor, and electric-motor repairer conclude the document. (JH)

ED 169 346 CE 020 531

Brevard, Eddie, Jr.

Home Economics Food Services, Basic Cake Decorating. Kit No. 57. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-36p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Cooking Instruction, *Food Service, *Home Economics Education, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

Identifiers-*Cake Decorating

An instructor's manual and student activity guide on basic cake decorating are provided in this set of prevocational education materials which focuses on the vocational area of home economics (food services). (This set of materials is one of ninety-two prevocational sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, sixteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a student question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify the basic tools used in cake decorating, form a zig-zag border, form a daisy). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a cook and pastry cook conclude the document. (JH)

ED 169 347 CE 020 532

Brown, Annie T.

Health Occupations Nursing Assistant, Wheelchair. Kit No. 58. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-29p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Health Occupations Education, Instructional Materials, *Learning Activities, *Learning Modules, *Nurses Aides, Occupational Clusters, *Occupational Information, Prevocational Education, *Wheel Chairs

An instructor's manual and student activity guide on the nursing assistant assisting patients in using the wheelchair are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to eight periods), activity goals, nine instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to instructional objective number 1, and masters for duplication e.g., handout on the parts of a wheelchair). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., label the basic parts of a standard wheelchair, identify the use of each part, assist patient into wheelchair). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for nurse aide, orderly, and hospital entrance attendant conclude the document. (JH)

ED 169 348 CE 020 533

Buddin, David

T & I Textiles, Cotton Boll. Kit No. 59. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-23p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Textiles Instruction, *Trade and Industrial Education

An instructor's manual and student activity guide on the cotton boll are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (textiles). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (two to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a student question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., pick the reed and chaff from the cotton boll, twist the strands of fiber into one long strand). At the end of each set of instructions is a student check point (evaluation activity). Fourteen occupational descriptions (e.g., card tender, skein winder, weaver, knitting machine operator) conclude the document. (JH)

ED 169 349 CE 020 534

Cope, George

T & I Graphic Arts, Silk Screen Printing. Kit No. 60. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-35p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Graphic Arts, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

Identifiers-Silk Screening

An instructor's manual and student activity guide on silk screen printing are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (graphic arts). (This set of materials is one of ninety-two prevocational sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., student check sheet, alphabet stencil master). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., sketch at least fifteen badge ideas, identify tools and equipment used in silk screen printing and badge activity). At the end of each set of instructions is a student check point (evaluation activity). Eleven occupational descriptions (e.g., screen printer, print-shop helper) conclude the document. (JH)

Gamble, William

Agriculture Livestock Management. Kit No. 61. Instructor's Manual

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-55p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Production, *Agriculture, Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, *Livestock, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on livestock management are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, nine instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication e.g., student check sheets). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify the parts of a dairy cow, identify the wholesale cuts of beef). At the end of each set of instructions is a student check point (evaluation activity). Ten occupational descriptions (e.g., livestock-yard attendant, sheep shearer) conclude the document. (JH)

ED 169 351 CE 020 536

Jackson, Janette
Health Occupations Dental Assistant. Kit No. 62. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-25p.; For related document see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Dental Assistants, *Health Occupations Education, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on a dental assistant are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to ten periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., appointment form). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., execute the proper transfer of instruments with the dentist). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a dental assistant concludes the document. (JH)

Jackson, Janette

Health Occupations Operating Room Technician. Kit No. 63. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-19p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Health Occupations Education, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Surgical Technicians

An instructor's manual and student activity guide on the operating room technician are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (two to five periods), activity goals, eight instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., put on a pair of gloves without touching the outside of the gloves). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a surgical technician concludes the document. (JH)

ED 169 353 CE 020 538

Conner, Connie

Office Occupations Accounting, Payroll. Kit No. 64. Instructor's Manual
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-25p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accounting, Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Occupations Education, *Payroll Records, Prevocational Education

An instructor's manual and student activity guide on payroll management are provided in this set of prevocational education materials which focuses on the vocational area of office occupations (accounting). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., daily time card, payroll checks, budget). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., fill out a time card, fill out a payroll check). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a chief payroll clerk and clerical payroll clerk conclude the document. (JH)

ED 169 354 CE 020 539

Conner, Connie

Office Occupations General Clerical, Receptionist. Kit No. 65. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-27p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, Occupational Information, *Office Occupations Education, Prevocational Education, *Receptionists

An instructor's manual and student activity guide on the general clerical worker/receptionist are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., write an outgoing letter, sort incoming mail). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a receptionist concludes the document. (JH)

ED 169 355 CE 020 540

Jackson, Janette

Health Occupations Respiration Therapy Technician. Kit No. 66. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-27p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Health Occupations Education, *Inhalation Therapists, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on respiration therapy technician are provided in this set of prevocational education materials which focuses on the vocational area of health occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to nine periods), activity goals, six instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify the parts of a nasal cannula, attach the nasal catheter to a mannequin and adjust the oxygen flow to two liters). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a respiratory therapist concludes the document. (JH)

ED 169 356 CE 020 541

Lanford, Frank

T & I Plumbing. Kit No. 67. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-52p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Plumbing, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on plumbing are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to eight periods), activity goals, three instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, masters for duplication e.g., interview sheet, student checkpoint booklet , and a set of transparencies). The student activity guide focusing on the assembly of a garden sprinkler provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., cutting plastic pipe, drilling holes in the pipe, joining fittings). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a plumber, pipe cutter, and plumbing assembler-installer conclude the document. (JH)

ED 169 357 CE 020 542

Lanford, Frank

T & I Gas Welding. Kit No. 68. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-113p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education, *Welding

An instructor's manual and student activity guide on gas welding are provided in this set of prevocational education materials which focuses on the occupational cluster of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to ten periods), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, masters for duplication e.g., a handout on the proper setup and use of an oxygen-acetylene welding outfit, student checklist booklet and a set of transparencies). The student activity guide, focusing on the production of a metal belt buckle, provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., cutting, shaping and deburring, drilling, welding, and finishing metal). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a gas welding-machine operator and a gas welder conclude the document. (JH)

ED 169 358 CE 020 543

McLean, Robert

Distributive Education Product Information Fact Sheet. Kit No. 69. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-17p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Evaluation Criteria, Instructional Materials, Learning Activities, Learning Modules, *Merchandise Information, Occupational Clusters, *Occupational Information, Prevocational Education, *Salesmanship, *Sales Occupations

An instructor's manual and student activity guide on the product information fact sheet are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to nine periods), activity goals, four instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., list the needs and wants that a product will fulfill for a customer). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for a salesperson concludes the document. (JH)

ED 169 359 CE 020 544

Munt, Linda

T & I Radio and Television Repair. Kit No. 70. Instructor's Manual

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-19p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, Occupational Information, Prevocational Education, *Radio Technology, *Television Repairmen, *Trade and Industrial Education

An instructor's manual and student activity guide on radio and television repair are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, four instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a sheet of questions to be duplicated). The student activity guide based on building a crystal set receiver provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a radio repairer, tape-recorder repairer, and television and radio repairer conclude the document. (JH)

ED 169 360 CE 020 545

Munt, Linda

T & I Electronics. Kit No. 71. Instructor's Manual Clemson Univ., S.C.
Vocational Education Media Center.; South Carolina State Dept. of
Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-58p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall,
Clemson University, Clemson, South Carolina 29631 (complete set of
modules, 14 filmstrips and cassettes, $260.00; set of 87 student
modules, $42.50)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom -
Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Electronics, *Instructional
Materials, *Learning Activities, *Learning Modules, Occupational
Clusters, *Occupational Information, Prevocational Education, *Trade
and Industrial Education

An instructor's manual and student activity guide on electronics are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to ten periods), activity goals, five instructional objectives, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities answer key to objective number 3, and a question sheet for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., recognize parts of a capacitor, assemble a proximity detector). At the end of each set of instructions is a student check point (evaluation activity). An occupational description for an electronics technician concludes the document. (JH)

ED 169 361 CE 020 546

Rankin, Louise

Distributive Education Shadow Box Display. Kit No. 72. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-22p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Commercial Art, *Distributive Education, Instructional Materials, *Learning Activities, *Learning Modules, *Merchandising, Occupational Clusters, *Occupational Information, Prevocational Education

Identifiers-*Shadow Box Displays

An instructor's manual and student activity guide on shadow box display are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to objective number 1, and masters for duplication (e.g., display rating sheet). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instruction objective (e.g., identify the importance of displays, judge other students' shadow boxes). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a merchandise displayer, decorator, art director, display manager, and display designer conclude the document. (JH)

ED 169 362 CE 020 547

Rankin, Louise

Distributive Education Advertising. Kit No. 73. Instructor's Manual.
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-35p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Commercial Art, *Distributive Education, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education
Identifiers-*Advertising

An instructor's manual and student activity guide on advertising are provided in this set of prevocational education materials which focus on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, six instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication e.g., old ads). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., match modern ads with old ads, identify good advertising principles). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an art director, fashion artist, graphic designer, illustrator, and commercial designer conclude the document. (JH)

Simms, Barron
Agriculture Soil Conservation. Kit No. 74. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-26p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agriculture, Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Soil Conservation

An instructor's manual and student activity guide on soil conservation are provided in this set of prevocational education materials which focuses on the vocational area of agriculture. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to seven periods), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a laboratory tester, county-agricultural agent, and extension service specialist conclude the document. (JH)

ED 169 364 CE 020 549

Stewart, Ada

Office Occupations Clerical Calculators. Kit No. 75. Instructor's Manual

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-37p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education

Identifiers-*Hand Calculators

An instructor's manual and student activity guide on the clerical use of calculators are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for clerk typist, charge account clerk, credit clerk, and personnel clerk conclude the document. (JH)

Tant, Barbara
Distributive Education Fashion Merchandising Wardrobe Coordination. Kit No. 76. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-34p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavioral Objectives, *Distributive Education, Fashion Industry, *Instructional Materials, *Learning Activities, *Learning Modules, *Merchandising, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on wardrobe coordination are provided in this set of prevocational education materials which focuses on the vocational area of distributive education (fashion merchandising). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a clothing designer, merchandise manager, custom tailor, and dressmaker conclude the document. (JH)

ED 169 366 CE 020 551

Terry, Carolyn
T & I Cosmetology, Skin Care. Kit No. 77. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-1-211-0330
Note-44p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Cosmetology, *Instructional Materials, Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education
Identifiers-*Skin Care

An instructor's manual and student activity guide on skin care are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (cosmetology). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to nine periods), activity goals, instructional objectives (seven required plus one optional), related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a cosmetologist, cosmetologist apprentice, makeup artist, and masseur/masseuse conclude the document. (JH)

ED 169 367 CE 020 552

Wilson, Andy

T & I Commercial Art. Kit No. 78. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-29p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Commercial Art, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on commercial art are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to nine periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety considerations, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for an art director, commercial designer, display designer, and industrial designer conclude the document. (JH)

ED 169 368 CE 020 553

Steele, Lloyd

T & I Tile Setting. Kit No. 79. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-29p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

Identifiers-*Tile Setting

An instructor's manual and student activity guide on tile setting are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven periods), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for tile setter (construction) and tile setter (manufactured buildings) conclude the document. (JH)

Steele, Lloyd
T & I Brick Masonry II. Kit No. 80. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-46p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Bricklaying, Instructional Materials, *Learning Activities, *Learning Modules, *Masonry, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on brick masonry II are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, seventeen instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a bricklayer supervisor (construction), bricklayer (brick and tile), bricklayer (construction), and firebrick and refractory tile bricklayer (construction) conclude the document. (JH)

ED 169 370 CE 020 555

Johnson, Theodore

T & I Block Masonry. Kit No. 81. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-34p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, *Masonry, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on block masonry are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations; world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for bricklayer supervisor, stonemason supervisor, bricklayer, and stonemason conclude the document. (JH)

ED 169 371 CE 020 556

Lake, Robert J.
T & I Air Conditioning. Kit No. 82. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-32p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Air Conditioning Equipment, Behavioral Objectives, Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Refrigeration Mechanics, *Trade and Industrial Education

An instructor's manual and student activity guide on air conditioning are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to eight periods), activity goals, ten instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for heat-transfer technician, air-conditioning-unit tester, and domestic air-conditioning installer conclude the document. (JH)

ED 169 372 CE 020 557

White, Jim

T & I Machine Shop. Kit No. 83. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-68p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Hand Tools, Instructional Materials, *Learning Activities, *Learning Modules, *Machine Tools, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on the machine shop are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (thirteen to fourteen days), activity goals, twenty-two instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity and answer key). Occupational descriptions for a machinist, maintenance machinist, tool-machine set-up operator, and production-machine tender conclude the document. (JH)

ED 169 373 CE 020 558

Campbell, Creola S.

Office Occupations Desk Accessories. Kit No. 84. Instructor's Manual

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-49p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, *Office Occupations Education, Prevocational Education

Identifiers-*Desk Accessories

An instructor's manual and student activity guide on desk accessories are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven days), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide is organized into six units: pencil holder, note pads, telephone directory, desk calendars, in-out boxes, and desk blotter. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evaluation activity). Eight occupational descriptions (e.g., a collator operator, bindery worker, folding-machine operator) conclude the document. (JH)

ED 169 374 CE 020 559

Kinard, Sandra

Distributive Education Marketing Functions. Kit No. 85. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-28p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Instructional Materials, *Learning Activities, *Learning Modules, *Marketing, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on marketing functions are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to six periods), activity goals, five instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for sales occupations, a buyer, assistant buyer, sales clerk, route sales-delivery supervisor, sales route driver, and sales route driver-helper conclude the document. (JH)

Underwood, Earl
T & I Arc Welding. Kit No. 86. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-25p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education, *Welding

An instructor's manual and student activity guide on arc welding are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to seven periods), activity goals, eleven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for arc welders and cutters conclude the document. (JH)

ED 169 376 CE 020 561

Simmons, Mike

T & I Air Conditioning, Refrigeration, and Heating Heating Units. Kit No. 87. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-30p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Heating, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Trade and Industrial Education

An instructor's manual and student activity guide on air conditioning, refrigeration, and heating units are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to ten periods), activity goals, eight instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities and masters for duplication). The student activity guide is organized into three units: thermostats, warm air blower, and wall heaters. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a hot air furnace installer and repairer, heat-transfer technician conclude the document. (JH)

ED 169 377 CE 020 562

Walters, Brenda B.

Distributive Education Fashion Show. Kit No. 88. Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-57p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Fashion Industry, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education

An instructor's manual and student activity guide on fashion shows are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to eight periods), activity goals, thirteen instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and materials for duplication). The student activity guide is organized into four parts: modeling; scenery, props, and lighting; theme, commentary, and music; and publicity and programs. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a display maker, model, salesperson, fashion coordinator, and buyer conclude the document. (JH)

ED 169 378 CE 020 563

Vaughan, Ellen C.

Distributive Education Display. Kit No. 89. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-40p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Distributive Education, *Instructional Materials, *Learning Activities, *Learning Modules, *Merchandising, Occupational Clusters, *Occupational Information, Prevocational Education

Identifiers-*Floor Displays

An instructor's manual and student activity guide on display are provided in this set of prevocational education materials which focuses on the vocational area of distributive education. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to thirteen periods), activity goals, instructional objectives (twelve required; two optional), related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication a series of questions to be answered about the occupational area and a rating sheet). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Descriptions for four occupations (display manager, display designer, display maker, and salesperson) conclude the document. (JH)

ED 169 379

CE 020 564

Lake, Robert J.

T & I Graphics, Rubber Stamp. Kit No. 90. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-1-211-0330

Note-33p.; For related documents see CE 020 474-566

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Graphic Arts, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, Printing, *Trade and Industrial Education

An instructor's manual and student activity guide on making a rubber stamp are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (graphics). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (eight to twelve periods), activity goals, nine instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer keys to student check point activities, and masters for duplication a sheet to be answered by the student relating to the occupational area and a student check sheet). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Descriptions for six occupations (e.g., engraver, print-shop helper, plate gager) conclude the document. (JH)

ED 169 380 CE 020 565

Conner, Connie

Data Processing Flowcharting. Kit No. 91. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-SC-5058-76-I-211-0330
Note-26p.; For related documents see CE 020 474-566
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Data Processing, *Flow Charts, Instructional Materials, *Learning Activities, *Learning Modules, *Occupational Information, *Office Occupations Education, Prevocational Education

An instructor's manual and student activity guide on computer flowcharting are provided in this set of prevocational education material which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (three to five periods), activity goals, five instructional objectives, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Occupational information for a computer-peripheral-equipment operator concludes the document. (JH)

ED 169 381 CE 020 566

Nicholson, W. H.

T & I Textiles, Weaver's Knot. Instructor's Manual Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-SC-5058-76-I-211-0330

Note-31p.; For related documents see CE 020 474-565

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (complete set of modules, 14 filmstrips and cassettes, $260.00; set of 87 student modules, $42.50)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Instructional Materials, *Learning Activities, *Learning Modules, Occupational Clusters, *Occupational Information, Prevocational Education, *Textiles Instruction, *Trade and Industrial Education

An instructor's manual and student activity guide on the weaver's knot are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry (textiles). (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide contains the following elements: title of activity, duration of activity (three to six periods), activity goals, three instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, answer keys, and masters for duplication). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. At the end of each set of instructions is a student check point (evaluation activity). Fourteen occupational descriptions (e.g., weaving supervisor, cloth-grade supervisor, creeler) conclude the document. (JH)

ED 169 382 CE 020 569

Wisconsin Driver and Traffic Safety Education: Teacher Preparation Guide. Bulletin Number 7221.

Wisconsin State Dept. of Public Instruction, Madison.; Wisconsin Univ., Whitewater.
Spons Agency-Wisconsin State Div. of Highway Safety Coordination, Madison.
Pub Date-Mar 77
Note-89p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accident Prevention, Alcohol Education, *Driver Education, Emergency Programs, *Laboratory Training, *Learning Activities, *Performance Based Teacher Education, Safety Education, Secondary Education, Teacher Education Curriculum, *Traffic Safety
Identifiers-Wisconsin

This guide identifies the minimum competencies necessary to teach and administer a high school driver and traffic safety education (DTSE) program and provides curricular suggestions for the University of Wisconsin System teacher preparation program. Course descriptions are listed for the following areas: general safety, traffic safety education, emergency care of the injured, problems and materials in driver education, laboratory instruction, behavioral aspects of accident prevention, alcohol and other drugs, methods of traffic safety, and practicum. Each course description contains a list of competencies (e.g., construct a budget report to the board of education for the DTSE program), competency content (e.g., instructional equipment costs, insurance, etc.), suggested learning experiences, and related resources. A complete list of learning experiences follows this section. A Rules of the Road'' test, a teacher's checklist, and a teacher/student exercise concerning drinking and driving are appended. A list of over 200 references (books, films, etc.) is also included. (CT)

ED 169 383 CE 020 574

Youth Programs Models and Innovations.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date-Feb 79
Note-101p.; Some pages in this document will not reproduce well due to light print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Demonstration Programs, Disadvantaged Youth, *Employment Programs, Experimental Programs, *Federal Programs, Handicapped, Job Development, Unemployed, Work Simplification, Youth Employment, *Youth Programs
Identifiers-United States

This report describes twenty federally funded youth employment program models and innovations. Each four-page description includes the following: program title, name of operating agency, project costs, source of funds, number of participants, unique program features, duration of grant, major program goals and objectives, prime sponsor, contact person, program description, administrative and staffing requirements, recruitment/client profile, outcomes to date, problems/progress, implementation hints, and general comments. Some representative program titles are the following: Coordinated Vocational Academic Education, Out-of-School Youth Cooperative Training Program, City Youth Employment Program, Restructuring Paramedical Occupations, Housing Authority Management Aide, Job Preparation Program, Training and Work Experience Project, and Placement Services for the Handicapped. (EM)

ED 169 384 CE 020 575

Stalford, Charles B., Ed.

Conference Report: Adult Learning Needs and the Demand for Lifelong Learning.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Note-42p.; Papers presented at the National Institute of Education Conference on Lifelong Learning (Reston, Virginia, September 26-28, 1977)

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, *Adult Education, Adult Education Programs, Adult Learning, *Continuous Learning, Disadvantaged Groups, *Educational Demand, Educationally Disadvantaged, *Educational Needs, Educational Opportunities, Enrollment, Interest Research, *Needs Assessment, Participant Characteristics, Participation, *Program Development, Research Needs, Student Recruitment

Identifiers-Recurrent Education

Three papers discuss the needs, interests, and participation of adults in learning activities. Generally, the papers deal with influences upon the possible demand for lifelong learning in the future. In the first paper K. Patricia Cross synthesizes findings from thirty-one state and national studies concerning the patterns of participation and interests of adults in further education. She examines participation rates by subgroups and by certain demographic variables: age, race, sex, educational attainment, and region. Obstacles (situational, dispositional, and institutional barriers) to participation in organized learning activities are also discussed. In the second paper Kjell Rubenson explores participation in recurrent education (education following basic education completion or discontinuation) and the problems of the undereducated and underprivileged. He provides a paradigm of recurrent education recruitment and presents findings about motives for and impediments to recurrent education participation. Also, he points out the influences of self-evaluation and the value of member and reference groups. In closing, Rubenson discusses program possibilities in terms of curriculum, information, and finance. In the final paper James Broschart presents a conference review. He emphasizes two important areas of concern addressed at the conference: assessing learning needs and designing research to assess learning needs. In addition, he identifies various emerging lifelong learning issues. (CSS)

ED 169 385 CE 020 577

Doering, F. J.

Ideas for Improving Your Classroom and Meeting Techniques.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Note-35p.; Not available in hard copy due to blurred print in the original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Class Activities, Classroom Arrangement, *Classroom Participation, *Classroom Techniques, *Meetings, Student Interests, *Student Participation, *Teaching Techniques

Various methods of meeting and classroom techniques are presented in this booklet. It is aimed at teachers and advisors seeking innovative ideas to encourage student interest and participation in the classroom. The methods examined include the lecture or speech, group discussion, panel discussion, colloquy, role playing, buzz session, forum, interview, demonstration, workshop, skit, listening team, symposium, field trip, and the idea inventory. Each method is accompanied by a description of the method and a listing of advantages and disadvantages in using the particular method. Many techniques also include diagrams illustrating the best ways to arrange a classroom for that type of presentation (where to place speakers, chairman, audience, reaction panel, blackboards, etc.). (CT)

Doering, F. J.

Advisory Committees for Vocational Education in Wisconsin Agriculture Education. Bulletin No. 9403.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Pub Date- 72
Note-36p.; Light type in document may not reproduce clearly
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advisory Committees, Secondary Education, *Vocational Agriculture, Vocational Education
Identifiers-Wisconsin

This booklet covers advisory committees in vocational education, particularly vocational agriculture. Focus is on the following topics: advisory committee defined, types of advisory committees or councils, suggested steps in organizing and implementing advisory committees, functions of advisory committees, suggestions and precautions in the effective utilization of advisory committees, why there has been reluctance in using advisory committees, and minutes of advisory committees (includes some sample minutes). A summary of a study done to determine the values of advisory councils for high school vocational agriculture programs is appended. (EM)

ED 169 387 CE 020 580

Introduction to Agronomy, Grain Crops, Weeds and Controls. A Learning Activity Pac in Agricultural Education Courses in Wisconsin.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.; Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Pub Date- 73

Note-138p.; Diagrams and some of the pages in this document will not reproduce well due to faint print and colored background

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Agricultural Education, *Agronomy, *Field Crops, *Grains (Food), *Herbicides, Instructional Materials, Learning Activities, Learning Modules, Occupational Information, Secondary Education, *Vocational Agriculture, *Weeds

Identifiers-Wisconsin

This learning activity pac contains information to help the teachers of high school vocational agriculture in the instructional area of agronomy. Each of the two main sections, grain crops and weeds and controls, includes teacher and student units for the section lessons. Teacher units include special instructions equipment needed (film projector, screen), material needed (seed samples, contact paper), and media needed (filmstrips, texts, pamphlets); learning objectives; pre- and posttests; and answer keys. Student units contain learning objectives, learning activities, and a self-test. Additional learning activities are provided at the end of each student unit. In addition to these elements, the weeds and controls teacher unit includes a bibliography and the student unit contains a find the word'' puzzle. A short description of the pilot program which developed this package is also provided. (CT)

ED 169 388 CE 020 594

Clark, Donald M.

Community Based Career Education Advisory Councils: A Mechanism for Local Collaborative Efforts.

National Association for Industry - Education Cooperation, Buffalo, N.Y.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-18p.
Available from-National Association for Industry-Education Cooperation, 235 Hendricks Blvd., Buffalo, New York 14226 (free)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activities, *Advisory Committees, *Career Education, Career Exploration, Community Resources, Comprehensive Programs, Curriculum Development, Educational Change, Elementary Secondary Education, Job Placement, *Leadership Responsibility, Occupational Guidance, *Program Development, Program Evaluation, Staff Improvement, Systems Development, Work Experience

The advisory council is important in developing a career education system in the elementary and secondary schools of our communities. The advisory council as a school community can assist by recruiting the totality of the community's resources. The council offers a mechanism designed to wire an educational system into the work world, linking education exit and work entry requirements. Members of the council bring their expertise, insight, experience, knowledge, commitment and occupational programs. They help create a responsible society which responds to follow citizens' needs, in this case, the youth of such communities as San Francisco, Madison, Akron, and Syracuse. Advisory councils are engaged in important career education work: staff and curriculum development, career guidance, job placement, work experience/career exploration, and evaluation. It is challenging work which focuses on shaping human resources to fulfill their dual roles as citizens of the community and citizens of the work community. (CSS)

ED 169 389 CE 020 611

Sork, Thomas J.

Development and Validation of a Normative Process Model for Determining Priority of Need in Community Adult Education.

Pub Date-Apr 79

Note-29p.; Paper presented at the Adult Education Research Conference (Ann Arbor, Michigan, April 4-6, 1979)

Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education Programs, *Community Education, Conceptual Schemes, *Decision Making, *Evaluation Criteria, Evaluation Methods, Models, *Needs Assessment, Objectives, Operations Research, Problem Solving, Program Development, Program Evaluation, Rating Scales, Schematic Studies, *Systems Approach, Validity

Research was conducted to develop and gather evidence of validity for a normative process model to be used by community adult education councils in establishing priority among community-level needs. The study design was based on a five-stage problem solving, systems model involving exploration, model building, design and development, validation, and implementation. A prototype process model utilizing a rating scale was developed to determine priorities based on (1) contribution to goals the goal's importance to the need and the need's contribution to the goal definition, (2) magnitude of discrepancy discrepancy between the present and valued future situation, (3) immediacy immediacy of attention the need requires, (4) instrumental value effect meeting one need has on meeting other needs, (5) resource availability current resource availability for meeting the need, and (6) commitment to change relevant publics' commitment to eliminating discrepancies between the present and future situation. The decision-making body assigns weights to the criteria. Judgments using individual criteria are made on a 0-10 scale. Twenty-one research questions were formulated covering the five dimensions of model validity. It was concluded that the model must be refined but that it holds promise as a tool for prioritizing needs. (The supplementary materials contain information on the criteria and rating scales.) (CSS)

ED 169 390 CE 020 612

O'Neal, A. Frederick Ross, Clarence J.

An Analysis of Government Training Contract Practices in Terms of Cost and Contingency Management Implications.

Courseware, Inc., San Diego, Calif.

Pub Date-79
Note-9p.; Paper presented at the American Educational Research Association Convention (San Francisco, California, April, 1979); Not available in hard copy due to thin type in the original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Analysis, *Contracts, *Cost Effectiveness, *Educational Finance, *Federal Aid, Financial Support, Government (Administrative Body), *Rewards, Specifications, *Training Allowances
Identifiers-*Cost Reimbursement Contracts, *Fixed Price Contracts, United States

This paper briefly outlines and explains critical characteristics of the most important and frequently used government contract classes. These classes are explored in terms of contract (and government) behaviors expected to ensue based on simple analysis of where payoffs and rewards are, monetarily and otherwise, and in terms of how these behaviors and constraints affect costs. The two major contract categories examined are fixed-price contracts, which place the greatest responsibility for controlling costs on the contractor, and cost-reimbursement contracts, which place the greatest responsibility for limiting costs on the government. The advantages and disadvantages to the government and the contractor are examined for certain contract variants: (1) fixed-price contract variants (firm-fixed-price-type contracts and other fixed-price contracts) and (2) cost-reimbursement contract variants (cost-reimbursement-type contracts, cost plus fixed fee, such as term form and completion form, cost plus incentive fee, cost plus award fee, cost contracts, and cost-sharing contracts. A general discussion of the contingencies inherent in the contract types is provided. (CSS)

ED 169 391 CE 020 613

Shann, Mary H.

Attitudes of Professional Men and Women toward Women's Roles in Society.

Pub Date-Apr 79

Note-32p.; Paper presented at the American Educational Research Association Convention (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Choice, Careers, Comparative Analysis, Educational Opportunities, Equal Opportunities (Jobs), Family Role, *Females, Graduate Students, *Males, *Professional Personnel, Psychological Patterns, Reports, *Role Perception, Sex Differences, Sex Discrimination, *Sex Role, *Social Attitudes, Social Science Research, Working Women

To study internal psychological barriers to women's equity in formerly male education and occupational domains, Matthew's scale of attitudes toward women's roles in society was administered to 294 male and 261 female graduate students pursuing degrees in one of six professional areas, three male-dominated and three traditionally female-dominated. In measuring attitudes toward women's societal role, it was found tht men and women differed in perceptions of appropriate women's roles, perceptions of general male attitudes toward women's roles, interest in child care, support for early socialization of girls as homemakers, and views that parents prefer daughters' early marriages. Men were consistently closer to the traditional, stereotypical position on these scales than women, with one exception women expressed greater liking for children and the traditionally feminine child care role. Sex differences followed consistent patterns across career groups, and professionals, regardless of gender, differed in attitudes according to their career pursuit. Some attitude differences among career groups did parallel divisions by gender dominance. For example, law, business, and medicine groups expressed lower interest in child care than did those in traditionally feminine professions social work, education, and nursing. (Author/CSS)

ED 169 392 CE 020 699

A Kit of Career Education Assessment and Evaluation Instruments. Second Edition. Bulletin Number 8094.

Wisconsin K-12 Career Education Consortium.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Contract-300-76-0331
Note-127p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Education, *Curriculum Evaluation, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Measurement Instruments, *Needs Assessment, Program Evaluation, Student Evaluation, *Summative Evaluation

Developed by Wisconsin's K-12 Career Education consortium, this kit of career education assessment and evaluation instruments is divided into eight sections. Section 1 provides helpful notes on using the kit and covers the following topics: program development, types of evaluation, organization of the instruments, modification of the instruments, reproduction of the instruments, analysis of results, reporting results, and selected references for career education evaluation. Section 2 provides guidelines for developing and utilizing career education assessment instruments. Section 3 describes the selected evaluation designs, and section 4 contains instruments for assessing career education needs. Sections 5 through 7 contain forms for evaluating career education materials, instruments for measuring career education processes, instruments for measuring career education outcomes. The final section provides additional information on published instruments used by the consortium. (BM)

ED 169 393 CE 020 742

Mietus, Walter S.

Teachers' Handbook for Exploring a Cluster of Work Values of Students, Parents and Teachers, on the Basis of Research Findings.

Maryland Univ., College Park. Dept. of Industrial Education.
Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date-78
Note-68p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, Measurement Instruments, *Measurement Techniques, Occupational Choice, Parental Background, Parent Attitudes, Secondary Education, Student Attitudes, Teacher Attitudes, *Teaching Methods, *Values, Vocational Interests, *Work Attitudes
Identifiers-*Maryland Work Value Inventory

Using data gathered from citizens in six Maryland counties, this teacher's handbook was developed to convert research findings into usable materials for the study of work values in secondary schools. The purpose of the handbook is to expose the student to various work attitudes, their sources, and their relationship to occupational choice and adjustment in an objective manner. This handbook consists of three chapters, and each is preceeded by (1) a set of questions as preorganizers for the teachers, and (2) suggested concepts for study with the students. Chapter 1 describes the development of an instrument measuring values associated with work; chapter 2 describes the comparative study between vocational and non-vocational high school seniors, parents, and teachers on selected work values; chapter 3 explains the differences of attitudes toward work between groups of students categorized on the basis of parental occupations. The appendix includes the Maryland Work Value Inventory (MWVI) and a key which identifies each item in terms of which work value scale it evaluates. Suggested strategies for use of the handbook are included in the introductory material. (Author/BM)

CG

Long, Richard J.

Job Attitudes and Organizational Performance When Employees Own the Company.

Pub Date-Aug 78

Note-20p.; Not available in hard copy due to marginal legibility; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); For related document see CG 013 206

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Business Administration, *Decision Making, Employee Attitudes, *Employer Employee Relationship, *Management Systems, *Organizational Climate, *Power Structure, Research Projects, *Work Environment

Identifiers-*Employee Ownership

Employee ownership affects organizational integration, organizational involvement and organizational commitment. Through a framework which predicts the effects of employee ownership on job attitudes and organizational performance (Long, 1978), the effects of conversion to employee ownership at three companies with varying degrees of employee ownership were assessed. Results indicated that the favorable effects on attitudes and performance that were predicted were most evident in the firm with the highest employee ownership, and least evident in the firm with the lowest, although in no case did negative consequences seem to occur. There is an apparent need for identifying the relative importance of various dimensions of employee ownership in relation to these variables. (Author/BN)

Hammer, Tove Helland
Decision Making Policies and Worker Influence in Employee Owned Firms.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 78
Grant-NIMH-5-R01-MH29259-03
Note-20p.; Not available in hard copy due to marginal legibility; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); For related document see CG 013 189
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business Administration, *Decision Making, *Employee Attitudes, *Employer Employee Relationship, *Job Enrichment, Labor Unions, *Management Systems, Organizational Climate, Power Structure, Research Projects
Identifiers-*Employee Ownership

A study of a small employee-owned furniture company indicated that the three occupational groups agreed that management should have more influence in decisions affecting the future of the organization. On the other hand, issues which would directly affect employee welfare are seen as areas where control should be fairly evenly divided, with perhaps more power accorded the union. While no clear preference for power equalization between labor and management was evident among any of the three interest groups, there was a preference for the ways in which power should be distributed, with a firm belief in the division of labor

with workers working and management managing. If joint labor-management decision making is desirable, both worker owners and management owners still have a long way to go in their efforts. (BN)

ED 169 396 CG 013 294

Smith, Wayne R.

Social Skills Training in Epilepsy Rehabilitation.

Spons Agency-National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.

Pub Date-Aug 78

Contract-N01-NS-6-2341

Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (86th Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change, Behavior Patterns, *Epilepsy, *Group Counseling, *Interpersonal Competence, Patients (Persons), *Rehabilitation Counseling, Rehabilitation Programs, *Skill Development, *Training Techniques

An innovative program at the University of Washington Epilepsy Center which employes group social skills training procedures to ameliorate the psychosocial problems of chronic seizure-disorder patients is described. The rationale for the program is presented through a brief social learning analysis of the effects of long-standing periodic lack of control of one's behavior, (that is, having seizures). The procedures taught in the program's social skills classes, derived from clinical behavior therapy and established self-control and stress-management techniques, are described in detail. Also presented is a description of the development of three skills-training classes. A framework for evaluating the effects of the classes is included, as well as a discussion of several issues relevant to developing a skills training program within a medical setting. (Author)

ED 169 397 CG 013 295

Russo, Nancy Felipe Hilberman, Elaine

ERA: Psychological, Social and Ethical Implications for Psychology.

Pub Date-28 Sep 78

Note-16p.; Not available in hard copy due to marginal legibility; Paper presented at the Annual Convention of the American Psychological Association (86th Toronto, Ontario, Canada, August, 1978)

Available from-American Psychological Association, 1200 17th St. N.W., Washington, D.C. 20036

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Civil Liberties, Civil Rights, Delivery Systems, *Discriminatory Legislation, *Federal Legislation, Females, *Mental Health, *Sex Discrimination, *Social Attitudes, *Social Status

Identifiers-*Equal Rights Amendment

The mental health implications of sex discrimination as considered by the Subpanel on the Mental Health of Women of the President's Commission of Mental Health are discussed. The status of women's mental health and the problems of women in the mental health delivery system are considered in relation to the larger societal context. Prevention of mental health problems through attention to the societal institutions and norms that reinforce women's powerlessness and second-class status is emphasized. Carefully conceived national strategies for the promotion of mental health and the prevention of mental illness are reviewed in terms of basic goals, including eradication of sexism and racism of the larger society. The devastating consequences of women's disadvantaged status are presented as a powerful argument for ERA ratification, and are considered to serve as an ethical mandate for mental health professionals to work actively for the passage of the ERA. The affirmative duty of professional organizations to defend the human rights and dignity of their members by supporting the Equal Rights Amendment is underscored. (Author)

ED 169 398 CG 013 296

Frey, Sherman

A Study of the Relationship of the Self Concept to Student GPA, Grade Level, Age, Sex, and Social Class.

Pub Date- 73
Note-36p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Adolescents, *Age Differences, Developmental Tasks, *Grade Point Average, Secondary Education, Secondary School Students, *Self Concept, *Sex Differences, *Social Class, Student Development, Student Research
Identifiers-*Self Concept Scale for Adolescents

The relationship between grade point average, grade level, age, sex, social class, and self-concept as defined by Havighurst's Developmental Tasks for Youth was investigated. Subjects were 280 adolescents ranging in age from 13 through 18 and coming from a variety of social classes. Each subject completed a Self-Concept Scale for Adolescents, designed to measure how adolescents view their abilities to perform tasks in relation to: what they are able to do; what others do; and what it takes to be successful at the task. Results indicate that social class is significantly related to personal perceptions of abilities, and that low achievers perceive themselves as less able than high achievers to complete developmental tasks. Sample items from the Self-Concept Scale for Adolescents and the validation data for this scale are provided in the appendix. (Author/HLM)

ED 169 399 CG 013 298

Davenport, Robert L. Cotler, Sheldon

Evaluation of a Neighborhood Settlement House After-School Program.

Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *After School Programs, Developmental Stages, Elementary Education, Elementary School Students, Individual Differences, *Interpersonal Competence, *Parent Child Relationship, Program Evaluation, *Self Esteem, Student Development

An urban, federally funded after-school program for children ages 6-13 was evaluated. Program children were compared to control children with respect to social skills, self-esteem, school achievement, and congruence between parent and child ratings. Multivariate statistical analyses indicated that program children surpassed controls in all but the social skills area. Length of time in the program as significantly related to increases in self-esteem and congruence of parent-child ratings. Control parents gave significantly more favorable ratings on the dependent variables than the program parents. Ratings of control parents were also significantly less congruent with their children's self-ratings than were ratings of program parents. (Author)

ED 169 400 CG 013 299

Nilsson, David E. And Others

Perceptions of Therapist Self-Disclosure: An Analogue Study.

Pub Date- 77
Note-17p.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, College Students, Counseling Effectiveness, *Disclosure, *Helping Relationship, Interviews, Methods, *Perception, Psychotherapy, *Student Attitudes, *Therapists

Self-disclosure to a therapist was investigated with 120 female subjects who viewed a video-taped vignette of a simulated psychotherapy session. Therapist self-disclosure was manipulated so that subjects saw a therapist exhibiting no disclosure, interpersonal disclosure, or intrapersonal disclosure. Subjects rated these therapists on a variety of professional dimensions (e.g., competency) and personal dimensions (e.g., likeability). Results revealed that disclosing therapists are liked significantly better than therapists who do not self-disclose, but there was no evidence here, as there has been in previous research, that disclosing therapists are viewed as less competent or less mentally healthy. (Author)

ED 169 401 CG 013 304

Harrison, Don K. And Others

Competency Evaluation in Rehabilitation (CEIR): Rehabilitation Counseling Competencies. Michigan Studies in Rehabilitation, Series 1, Monograph II.

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.
Spons Agency-Rehabilitation Services Administration (DHEW), Chicago, Ill.; Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-78
Grant-RSA-15-P-58021/5-01; Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Counselor Evaluation, *Counselor Training, *Graduate Study, Higher Education, Job Skills, *Performance Based Education, *Professional Training, Qualifications, *Rehabilitation Counseling

The development of competencies for a rehabilitation counselor education program can enable the rehabilitation counselor to assist clients effectively. Survey results of members of the National Rehabilitation Counseling Association (NRCA) agreed that 70% of the Michigan Competencies for Rehabilitation Counselors were a legitimate part of the rehabilitation counselor's job. Slightly fewer than 30% were not considered to be a part of the rehabilitation counselor's job. Substantial agreement exists that the proposed competencies are relevant in several categories: counseling process, case management, human behavior, client assessment, medical aspects of disability and job analysis/placement/restructuring. Research utilization and management/supervision competencies were consistently perceived as irrelevant to the function of rehabilitation counselors. Although participants felt that some graduate education/training was required for the satisfactory achievement and demonstration of the competencies, most agreed that about 15 hours of graduate study is sufficient to achieve proficiency in 66% of the competencies. Different expectations exist between rehabilitation educators and personnel as to the division of labor and educational requirements in state-federal rehabilitation programs. (BN)

ED 169 402 CG 013 314

Miller, Juliet V. Wargel, James F.
Handbook of Program Evaluation Studies. Michigan Studies in Rehabilitation, Utilization Series Number 1.
Michigan Univ., Ann Arbor. Rehabilitation Research Institute.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-78
Grant-RSA-15P-59021-5
Note-122p.
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Counseling Effectiveness, Evaluation Methods, *Formative Evaluation, Guides, *Program Effectiveness, *Program Evaluation, *Rehabilitation Counseling, *Rehabilitation Programs, State Programs

This collection of program evaluation studies is designed to help program evaluation staff in state agencies improve their current program education strategies. It alerts staff members to procedures being used in other state agencies, as well as provides further information about the current status of state rehabilitation agency program evaluation. The materials reviewed consist of the following: (1) input studies which measure and estimate the target population, plan for service delivery, and clarify components of the referral process; (2) process studies which review data systems, case review procedures, factors of manageable caseloads, monitoring techniques, service timeliness, and miscellaneous service delivery components; and (3) outcome studies which present cost and client characteristics, retention of benefits, client satisfaction, reasons for failure, and evaluation of special programs. Indexes are included to facilitate the finding of studies related to a particular area of interest. (Author/HLM)

Layden, Mary Anne Ickes, William J.

Self-Esteem and Sex Differences in Attributional Style: Effect Upon Performance.

Pub Date-77
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, College Students, Comparative Analysis, *Individual Characteristics, *Locus of Control, *Performance Factors, *Self Esteem, *Sex Differences, Task Performance

The connection between self-esteem, sex, and attributional style was examined in two studies. Results indicated that for positive events, high self-esteem subjects make more internal attributions than low self-esteem subjects, and for negative events, high self-esteem subjects make fewer internal attributions than low self-esteem subjects. The effect of attributional style, self-esteem, and sex upon performance was tested in a third study which controlled factors of self-esteem and attributional style. Results indicated that after failure in working on insoluble anagrams, internalizers and females showed a decrease in speed and accuracy. There were no differences for groups who differed in self esteem. (Author)

ED 169 404 CG 013 334

Mehrotra, Chandra M. N.

Self-Guided Field Experience.

Pub Date-Aug 78

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Development, *Career Education, College Students, *Discovery Learning, *Educational Experience, *Employment Experience, *Field Experience Programs, Higher Education, Models, *Practicums, Student Development

Identifiers-*College of Saint Scholastica MN

A field experience program in which all undergraduate psychology students at the College of St. Scholastica spend about 10 weeks away from campus in an applied setting of their choice is presented. Components of the program are described in terms of: (1) selection of sites made by students in consultation with faculty advisors; (2) proposals specifying their objectives along with the methods and activities they plan to use; (3) daily logs of their activities and, at the end of their practicum, summaries of their experiences in the form of a written report; and (4) evaluation of the report by two faculty members and a supervisor from the host agency which becomes a part of the student's transcript. (Author)

ED 169 405 CG 013 335

Malin, Jane T. Timmreck, Carol

Goals of Psychology Undergraduates: Majors and Non-Majors.

Pub Date-Aug 78

Note-15p., Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Choice, *College Majors, College Students, *Educational Objectives, Higher Education, *Occupational Choice, Perception, Professional Education, *Psychology, *Student Needs, Undergraduate Students

The vocational and educational goals of 418 psychology majors and 1134 non-majors in undergraduate psychology classes at the University of Houston were investigated. Results indicate important discrepancies between majors and non-majors on vocational and educational goals, as well as discrepancies between goals of psychology majors and those of the standard undergraduate psychology curriculum. Psychology majors are strongly interested in becoming mental health practitioners and obtaining advanced degrees for that purpose, whereas non-majors view psychology courses as contributing toward meeting their need for general education. (Author)

ED 169 406 CG 013 336

Tori, Christopher D.

Alcohol and Drug Use in a Suburban Sample of College and High School Students.

Pub Date- 78
Note-25p.
Available from-California School of Professional Psychology, 1900 Addison St., Berkeley, CA 94704
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, College Students, Comparative Analysis, *Drinking, *Drug Abuse, Higher Education, High School Students, Secondary Education, *Student Behavior, *Suburban Youth, *Youth Problems

Alcohol and drug use among high school and college students was investigated in a sample of suburban high school (N 1,274) and college (N 468) students. Alcohol consumption was very high (78%), with more than half of those using alcohol doing so on at least a weekly basis. While alcohol use was pronounced, 96% of those surveyed reported that alcohol was not a ``problem'' in their lives. More than half of the total sample reported the use of other drugs such as marijuana, cocaine, and amphetamines. (Author)

ED 169 407 CG 013 337

Nicholson, Joanne

A Model of Maternal Coping with Childbirth: Implications for Research and Methodology.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Birth, *Environmental Influences Individual Characteristics, Interpersonal Competence, Models, *Mothers, *Psychophysiology, *Reactive Behavior, *Stress Variables

A conceptual model of the childbirth experience is developed which emphasizes: (1) maternal coping during labor and delivery; (2) postpartum evaluation of the experience; (3) stress and coping; (4) health and illness behavior; (5) interactions between individual physiological and psychological characteristics; and (6) physical and social environmental characteristics. Analyses indicate that the childbirth model encompasses general determinants of childbirth behavior, cognitive appraisal of childbirth, the woman's psychophysiological adaptability, childbirth environment stimuli, and the outcomes of childbirth competence and postpartum childbirth affect. (Author)

ED 169 408 CG 013 338

Hollenbeck, A. R. And Others

Children With Serious Illness: Behavioral Correlates of Separation and Isolation.

Pub Date-31 Aug 78

Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Slides are of marginal reproducibility

Pub Type- Speeches/Meeting Papers (150) - Translations (170) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, *Attachment Behavior, Behavior Patterns, *Depression (Psychology), *Hospitalized Children, Medical Treatment, Mothers, *Parent Child Relationship, *Reactive Behavior

Identifiers-*Cancer

The deleterious effects of separation and deprivation using children who were undergoing chemotherapy for childhood cancer was investigated. Extensive observational and physiological records were obtained on four children under five years of age during six weeks of treatment in a protected environment. In general, findings parallel those reported in the subhuman primate literature with the children's behavior following a descriptive sequence of agitation followed by behavioral depression. Results suggest that the seriousness of maternal separation for young children and the need to identify patterns of functional and dysfunctional behaviors have direct implications for intervention strategies. (Author)

ED 169 409 CG 013 339

Wheat, Valerie

Equals: An Annotated Bibliography to Assist Elementary and Secondary School Teachers in Sex-Fair Counseling and Instruction.

California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Note-34p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Career Opportunities, *Class Activities, Counselors, *Educational Resources, Elementary Secondary Education, Guidance Counseling, *Instructional Materials, *Sex Differences, *Sex Fairness, Teachers

This collection of annotated references is designed to provide elementary and secondary school teachers with sex-fair resources useful in curriculum instructional programs and counseling and guidance services. The materials reviewed address the following areas of concern: (1) sex discrimination and roles; (2) motivation; (3) sex differences in math achievement and attitudes toward science courses and careers, including a historical review of female mathematicians; (4) sex-fair counseling; and (5) career opportunities for women in skilled trades, science, and engineering. (HLM)

Fernald, Charles D. Gettys, Linda

Effects of Diagnostic Labels on Perceptions of Children's Behavior Disorders.

Spons Agency-North Carolina Univ., Charlotte.
Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Problems, *Children, College Students, Comparative Analysis, Educational Diagnosis, *Exceptional Persons, *Handicapped Children, Interaction Process Analysis, *Labeling (of Persons), *Parent Attitudes, Parents, *Perception, Research Projects

The diagnostic labeling of exceptional children was investigated in two experiments. In the first experiment videotapes of simulated parent/diagnostician label and no-label sessions were viewed by different groups of college students who then reported their perceptions of the child on a questionnaire. Results indicated that label subjects felt they understood the child's problem better. In the second experiment, perceptions of parents of clinic children were compared to perceptions of parents of labeled'' children. Results indicated that use of labels correlated positively with parents having a sense of closure and understanding the child's problem and with their acceptance of the child. These results suggest that diagnostic labels may have beneficial effects for exceptional children. (Author)

ED 169 411 CG 013 341

deVoss, Gary G.

Elementary Studentship: Toward an Understanding.

Pub Date-27 Mar 78

Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavior Patterns, Classroom Environment, *Cognitive Ability, Elementary Education, *Elementary School Students, Elementary School Teachers, Environmental Influences, Instructional Materials, Interaction Process Analysis, *Labeling (of Persons), *Peer Relationship, Perception, *Success Factors

This collection of materials is designed to assist elementary school teachers in understanding and exploring the experiential world of the elementary school student by describing what students are like and examining their perceptions of settings, events, and other school members. The following concepts are addressed: (1) cognitive abilities of students; (2) success factors affected by supervised and unsupervised conditions; (3) adaptive behaviors; and (4) labeling of students by themselves and their peers. Numerous examples are included which speak to stereotyping, labeling, classroom behaviors, and lesson performance on the part of the students. (Author/HLM)

ED 169 412 CG 013 342

Donnangelo, Frank Peter

The Bronx Community College Counseling Program for Probationary Students: A Final Evaluation.

Pub Date- 78
Note-15p.; For related document see CG 013 156
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Academic Probation, Comparative Analysis, *Counseling Effectiveness, Counseling Services, *Grade Point Average, Junior Colleges, *Junior College Students, Program Evaluation, Student Behavior, *Suspension

The effect of Bronx Community College counseling program on the academic suspension rate of probationary students was investigated. The significance of the difference between the percentage of probationary students suspended at the end of the Fall 1977 semester and those suspended at the end of the Spring 1978 semester was computed. For comparison, the significance of difference between the percentage of non-probationary students who failed to meet college retention standards at the end of the Fall 1977 semester and the Spring 1978 semester was computed, as well as the significance of the difference between the percentage of students unable to meet retention standards at the end of the Fall 1976 semester and the Spring 1977 semester. Results indicate that the counseling program was successful in reducing the suspension rate of probationary students. (Author/HLM)

ED 169 413 CG 013 343

Whitbourne, Susan K. Waterman, Alan S.

Psychosocial Development During Adulthood: Age and Cohort Comparisons.

Pub Date-Aug 78

Note-7p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Development, College Students, Comparative Analysis, *Cultural Factors, *Developmental Stages, Followup Studies, Personality Change, *Personality Development, *Sex Differences, *Social Factors, Work Attitudes

Ontogenetic personality changes during adulthood were evaluated using the Inventory of Psychosocial Development (IPD) to yield scores corresponding to the first six stages of Erikson's developmental theory. Of the 166 males and 161 females whose undergraduate data from 1966 were available, 76 males and 71 females returned usable data. Analyses of variance corresponding to longitudinal, cross-sectional, and time-lag comparisons were conducted on composite scores by sex and the IPD scale. Results indicated that ontogenetic change occurred for the male alumni, while results for females were due to socio-cultural changes. (Author/HLM)

ED 169 414 CG 013 344

Fine, Michelle Saxe, Leonard

Evaluation Research and Psychology: Toward Synthesis.

Pub Date-Aug 78
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Available from-Department of Psychology, Boston University, 64 Cummington St., Boston, Mass. 02215
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Evaluators, *Information Processing, *Program Evaluation, *Program Validation, *Psychological Studies, *Research Methodology, *Systems Approach

The extent to which evaluation research and psychology share some common objectives, methods and aims for validity is examined. The conventional dichotomy drawn between the two disciplines is seen as spurious and misleading to scholars and practitioners in each area. To demonstrate the proposed synergy between the two disciplines, an integrative model of research is presented to which a dual-level methodology combines the methods and results of traditional evaluative research and experimental social psychology. This macro-micro integrative model of research facilitates systematic program evaluation toward three ends: (1) information is generated for further theoretical understanding of the value and validity of the psychological construct underlying the program; (2) information on the operational level indicates how the theoretical construct works in practice; and (3) the on-line implementation of the construct is assessed through systematic investigation which separates construct and implementation. The dual-level methodology, in which ongoing time series data complement information generated in traditional experiments, provides information relevant to the specific situation as well as information generalizable beyond the boundaries of the program. (Author)

ED 169 415 CG 013 345

Patton, Patricia L.

A Model for Teaching Rational Behavior Therapy in a Public School Setting.

Pub Date- 77

Note-12p.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Behavioral Counseling, *Behavior Change, *Daily Living Skills, *Emotionally Disturbed Children, *Rational Therapy, Secondary Education, Secondary School Students, Student Behavior, Student Problems, *Training Techniques

A training model for the use of rational behavior therapy (RBT) with emotionally disturbed adolescents in a school setting is presented, including a structured, didactic format consisting of five basic RBT training techniques. The training sessions, lasting 10 weeks each, are described. Also presented is the organization for the actual classroom activities, including content, materials, and methods appropriate for each session. (HLM)

ED 169 416 CG 013 346

Patterson, Bernita Lynn

Didactic Group Training in Career Development for Psychology Undergraduates.

Pub Date-78

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Available from-Bernita L. Patterson, Dept. of Psychology, Southern Illinois University, Carbondale, IL 62901

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Development, *Career Exploration, *College Majors, College Students, *Group Instruction, Higher Education, *Occupational Choice, Psychology, *Training Techniques

A training program designed to enhance the career development of undergraduate psychology majors is described. The class involved 11 hours of didactic lectures and discussions which attempted to give students external information relevant to work and school decisions. The sessions were designed to give students an understanding of decision making models, individual attributes and limitations, career options within the helping professions, and the way these variables relate to decisions about graduate school programs. (Author)

ED 189 417 CG 013 347

Major, Brenda Heslin, Richard

Perceptions of Same-Sex and Cross-Sex Touching: It's Better to Give Than to Receive.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (50th, Chicago, Illinois, May 4-6, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, College Students, *Communication Problems, Interpersonal Relationship, *Nonverbal Communication, *Perception, Reactive Behavior, Research Projects, *Sex Differences, *Sex Stereotypes

The nonverbal behavior patterns and perceptions of males and females were investigated. Undergraduate students (N 36 men and N 30 women) viewed a series of high-contrast slides portraying two actors standing side by side. Half of the subjects saw slides depicting the person on the left touching the shoulder of the person on the right, while control subjects saw slides depicting no touch between the actors. Within each condition, subjects viewed all four possible combinations of male-female pairs. Subjects were asked to rate both actors on three primary dimensions of status/dominance, instrumentality/assertiveness, and warmth/expressiveness, as well as on sexual desire present. Results indicated that: (1) the toucher was seen as higher on each of the dimensions than the receiver; (2) male-male pairs were rated higher on status/dominance than any pair including a woman; and (3) cross-sex pairs were perceived as indicating more sexual desire than were same-sex pairs. (Author/HLM)

ED 169 418 CG 013 348

Kim, Moonja Park Rosenberg, Seymour

Evaluation, Potency and Activity (EPA): Dimensions of Implicit Personality Theory?

Pub Date-Aug 78
Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Evaluation Methods, *Individual Characteristics, *Perception, *Personality Assessment, *Personality Theories, Research Projects, Response Mode, Semantic Differential, *Systems Approach

The adequacy of the evaluation, potency, and activity (EPA) system as a scheme for the dimensions of an individual's implicit personality theory was tested using two methods. In the free-response method, each subject described himself and a number of people known to him using trait terms of his own choice; in the other method, each subject used a common set of traits from a list provided by the investigators. The results show that: (1) evaluation is the only strong dimension underlying personality perception for most of the subjects; (2) activity exists in only a few subjects' perceptions; and (3) orthogonality among evaluation, potency, and activity was not found on an individual level, but rather was produced from the aggregation of data across individuals. Also, as expected, such orthogonality is more likely to emerge with a provided list of traits than with a free-response list. (Author)

ED 169 419 CG 013 349

Mauger, Paul A. And Others

Can Assertiveness be Distinguished From Aggressiveness Using Self Report Data?

Pub Date- 78

Note-12p.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Assertiveness, Behavioral Science Research, *Behavior Patterns, *Behavior Rating Scales, College Students, *Evaluation Criteria, Factor Analysis, Item Analysis, *Self Evaluation, *Test Validity

The differences between aggressiveness and assertiveness were examined using the Interpersonal Behavior Survey (IBS), a 136-item self-report questionnaire which was developed to distinguish between assertive and aggressive behaviors. Item level factor analysis was used in scale construction. Results indicated that: (1) the correlation between the aggressiveness scale and the assertiveness scale was -.05 in a sample of 402 community residents; (2) no substantial correlations existed between these scales in studies of over 30 groups; and (3) correlations of IBS scales with scales on seven personality inventories supported the discriminant validity of the assertion and aggression scales. (Author)

ED 169 420 CG 013 350

Bernal, Guillermo Wisocki, Patricia A.

Exploring the Effectiveness of Reinforcement in Covert Reinforcement Therapy: A Case Study.

Pub Date- 75

Note-21p

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, *Behavior Change, Behavior Patterns, Case Studies, Comparative Analysis, *Desensitization, Females, *Reactive Behavior, *Reinforcement, Research Projects, Response Mode, *Stimulus Behavior

The relative effects of imagerial covert rehearsal with attentional shifts and the use of an independent reinforcing agent in a covert reinforcement therapy were compared. A 17-year-old female student, requesting treatment for a snake phobia, served as the subject. The phobia was measured along four dimensions: behavioral approaches to a live snake, disruptive snake thoughts, anxiety ratings, and dream recall reports. After a three-week period of baseline, therapy was divided into four alternating three-week sequences of covert rehearsal and covert reinforcement, identical except for the use of the independent reinforcing stimulus in the covert reinforcement sequence and the use of a neutral stimulus in the covert rehearsal sequence. After 12 weeks, the client improved markedly in all but the subjective anxiety ratings, and a modeling and guided participation treatment phase was instituted. The results showed that the client was effectively and rapidly counter-conditioned. Also, one index of behavior change (the behavioral approach test) indicated a greater rate of progress during the covert rehearsal sequence than during the reinforcement sequences of therapy. (Author)

Chemers, Martin M. And Others

Leadership Style and Communication Process: An Experiment Using the Psychological Isotope Techniques.

Pub Date- 76
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Communication (Thought Transfer), *Conflict Resolution, *Group Dynamics, *Information Processing, Interaction Process Analysis, *Interpersonal Relationship, *Leadership Styles, Research Projects

The psychological isotope'' technique was used to study the effect of leadership style on group process and productivity, by planting identifiable units of information with specific group members. Data indicated that the movement of these traceable bits provides data on the flow of information in the group, the relative influence and impact of specific group members, and the sources of conflict. Strong and reliable results idenitified the effects of leadership style on group process and the positive and negative effects of interpersonal conflict. (Author)

ED 169 422 CG 013 352

Suziedelis, Antanas Potvin, Raymond H.

Parental, Sex-Role, and Interpersonal Correlates of Religiousness in Adolescents.

Pub Date-31 Aug 78

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Interpersonal Competence, *Parent Child Relationship, *Parent Influence, *Religious Factors, Research Projects, Secondary Education, Secondary School Students, Self Evaluation, *Sex Differences, *Sex Role, Student Development

Factorially derived aspects of religiousness, i.e., intrinsic, orthodoxy, practice, and cognitive, were examined in juxtaposition with indices of parental influence, sex-role identity and interpersonal style. The data were analyzed separately for boys (N 297) and girls (N 344) from several Catholic parochial schools. The results indicate that: (1) religiousness is related to sex-role self-definition in boys, but not in girls; (2) conversely, interpersonal dispositions are more predictive of religiousness in girls; and (3) patterns of parental influence, as they relate to religiousness, also differ for the two sexes. (Author)

Mancini, Jay A.

Social Indicators of Family Life Satisfaction: A Comparison of Husbands and Wives.

Pub Date-Oct 78
Note-21p.; Not available in hard copy due to marginal legibility; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Comparative Analysis, *Family Life, Financial Needs, Individual Characteristics, Interaction Process Analysis, *Interpersonal Relationship, *Interviews, *Marriage, *Quality of Life, *Social Indicators, Socioeconomic Status

Subjective and objective covariates of family life satisfaction among husbands and wives were examined. Interviews were conducted in the Spring of 1976 with 974 married adults selected by means of both probability and modified probability sampling designs. Independent indicators were categorized into three general groups: familial characteristics, personal characteristics, and domains of satisfaction. Multiple regression analyses indicate that among husbands, family life satisfaction is positively related to satisfactions with leisure, friendships, marriage and work and to number of wage-earners in the family and own employment status; satisfaction is negatively related to the employment status of the wife and financial satisfaction. Among wives' satisfactions with friendships, marriage, leisure, and life in general positively covary with family life satisfaction, as does age at first marriage and employment status of the husband; age itself is found to relate negatively. The findings indicate both similarities and differences regarding primary indicators of family life quality. (Author)

ED 169 424 CG 013 354

Isenstein, Vivian R. Krasner, William

Training Foster Parents to Serve Dependent Children.

Eastern Michigan Univ., Ypsilanti. Dept. of Sociology.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Report No.-DHEW-ADM-78-591

Pub Date-78

Grant-MH-13742

Note-30p.; Some type may be marginally legible

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00731-5)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attachment Behavior, Child Development, *Emotional Development, *Foster Family, *Foster Homes, Mental Health Programs, Parent Attitudes, *Parent Role, *Role Perception, Role Playing, *Training, Welfare Agencies

The Foster Parent Training Project builds on the desire of foster parents to promote the physical, mental and emotional growth of children in their care. Parents are taught to assist in reducing the impact on the children of separation. Classes deal with emotional development, sexual development, lying, emotional disturbance, the issues at each level of development as well as other aspects of fostering. Supervised meetings among foster parents provide skill practice and enhance their competency in the care of children living with them. A special focus of the program is the alerting of foster parents to the many sources of aid in their communities and State. (Excerpts from the Foster Parent Attitude Survey are included. (BN)

Butler, Robert

Selection, Retention, Graduation Is It Working?

Pub Date-6 Oct 78

Note-27p.; Paper presented at the Annual Conference of the North Central Association for Counselor Education and Supervision (Chicago, Illinois, October 4-6, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Academic Standards, *Admission Criteria, *College Admission, College Placement, *Counseling Effectiveness, Higher Education, *Predictive Ability (Testing), Recruitment, *Student Personnel Services

Identifiers-*Personal Orientation Inventory

The predictive usefulness of certain scales of the Personal Orientation Inventory (POI) may be greater than generally believed. The evaluation of one program of selection, retention and graduation of Masters-Level students determined the relationship between selection criteria and rated effectiveness. Approximately one half of the criteria employed in this process are positively and significantly related to rated effectiveness, which, in turn, is determined by having faculty and site supervisors rate each student. Questionnaires subsequently mailed to graduates and their immediate supervisors, yielded data which indicated that the program is adequate in most training areas and that competencies of the graduates are rated higher by the employer than by either graduate or faculty. (BN)

ED 169 426 CG 013 356

Nunn, Gary D.

Test Anxiety and Perception of Self: A Correctional Study.

Pub Date- 76

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Anxiety, *Performance Factors, Research Projects, *Self Concept, Self Evaluation, *Student Evaluation, *Testing Problems

Identifiers-*Test Anxiety

There is a positive relationship between a selected measure of test anxiety and several measures of self-perception. Hypotheses of concommitant decreases in self-esteem as test anxiety increased were offered. Subjects consisted of 193 undergraduate students (123 females and 70 males) enrolled in educational psychology and foundations of education courses. The Suinn Test Anxiety Behavior Scale (STABS) was administered as a measure of test anxiety. Three experimental scales developed by the author were used as measures of self-esteem, perception of intellectual competence and personal control. Results support the view that increased levels of test anxiety may be associated with devaluative and disparaging thoughts. Research implications point to the possibility of increased positive perceptions of intellectual competence, self-esteem, and self-control concommitant with treatment interventions designed to alleviate excessive anxiety levels. (Author)

ED 169 427 CG 013 358

Ways and Means of Strengthening Information and Counselling Services for Adult Learners. Report of the International Symposium, May 22-27, 1977.

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).; University of Southern California, Los Angeles.

Pub Date-22 May 77

Note-53p.

Available from-University of Southern California, College of Continuing Education, CES 200, Los Angeles, CA 90007 ($4.00)

Pub Type- Collected Works - Proceedings (021) - Information Analysis (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Learning, *Continuing Education Centers, Counseling, *Counseling Services, *Guidance Services, International Studies, *Noncredit Courses, Postsecondary Education, Professional Services, *Senior Citizens

Identifiers-*UNESCO

This symposium was the first international meeting to study the place of information, guidance and counseling services in adult learning. The report suggests guidelines for all concerned with the development of their nations and societies through programs for adult education. It opens with a discussion on socio-economic, political-cultural patterns and assumptions and then presents materials dealing with the relevance and dissemination of research. Papers which cover the evolution of peer counseling, information services for older people, group counseling for women and a counselor training curriculum are also included. A bibliography of directories and manuals, and a participant list are included. (BP)

ED 169 428 CG 013 359

Drotar, Dennis

Problems and Prospects in Training Psychologists to Consult with Physicians.

Pub Date-Aug 78

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Clinical Psychology, *Consultation Programs, Experiential Learning, *Internship Programs, *Physicians, Practicum Supervision, Program Evaluation, Psychological Services, *Psychologists, *Staff Improvement, *Training Techniques

There are training dilemmas which are characteristic of medical settings. Clinical psychology students interning in a hospital setting are unfamiliar with the hospital culture, and the demands of patient care require a practical active approach. Experiences with training clinical psychologists to consult with pediatricians are reviewed. Disparate training backgrounds and problematic models of collaboration are seen as barriers to learning effective consultation. To meet these potential obstacles, training approaches should stress observation of staff interaction, participation in viable consultation structures and intensive clinical training. With optimal supervision, psychologists at a variety of levels can be trained to consult successfully with pediatricians. (Author/BN)

ED 169 429 CG 013 361

Feingold, S. Norman, Ed. And Others
College Guide for Jewish Youth. 1978-1979 Edition.
Spons Agency-B'nai B'rith, Washington, D.C. Career and Counseling Services.; B'nai B'rith, Washington, D.C. Hillel Foundations.
Pub Date-78
Note-190p.
Available from-B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, DC 20036
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Admission Criteria, Career Choice, *College Admission, *College Choice, *Decision Making, Higher Education, *Jews, *Student Costs, Student Financial Aid

This guide is a source of information for Jewish youth interested in ascertaining the Jewish-related demographic aspects of leading colleges and universities in the U.S. and Canada. Part I describes major factors which influence college selection, admission and cost of education. Items of specific concern to Jewish students are detailed. Part II contains a selected directory of colleges and universities listed by geographic area. Other facts included are Jewish enrollment, courses in Judaic studies, Kosher meals and nearby Jewish centers and synagogues. (BP)

ED 169 430 CG 013 362

Markland, Ulla

Smoking in Compulsory Schools: Interviews and Improvisations. Reports from the Institute of Education, University of Goteborg, No. 68, September 1978.

Goteborg Univ., Molndal (Sweden). Inst. of Education.
Pub Date-Sep 78
Note-47p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Development, *Developmental Stages, Educational Strategies, Elementary Education, Foreign Countries, *Health Education, *Maturation, *Peer Influence, *Smoking, Teaching Methods, Tobacco
Identifiers-*Sweden, *World Health Organization

Smoking is not an issue for children before the 5th or 6th grade except in rare cases. About 80 children in the 3rd, 5th and 7th grades were interviewed about their smoking habits and their views on smoking. Younger students had a strongly negative attitude to smoking but in the middle years toughness is important. Smoking is something which is forbidden and therefore very exciting. At all ages, pupils do not talk about smoking amongst themselves. The investigation points out the importance of talking and debating the smoking problem in order to increase the children's awareness of what influences their own and others smoking behaviors. Dramatic activities are recommended as a method of involving children and adding insight into different ways of thinking and acting with regard to smoking. (BP)

ED 169 431 CG 013 373

Adams, Robert M. Kirkevold, Barbara

Looking, Smiling, Laughing, and Moving in Restaurants: Sex and Age Differences.

Pub Date- 77
Note-13p.
Available from-Human Sciences Press, 72 Fifth Ave., New York, NY 10011
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Adults, *Age Differences, *Behavior Patterns, *Body Language, Children, *Eye Movements, Interaction Process Analysis, Interpersonal Attraction, *Nonverbal Communication, Research Projects, *Sex Differences

Body movements and facial expressions of males and females in a restaurant setting were examined, with the goal of providing differences in frequency as a function of age and sex. The subjects (N-197 males and N 131 females) were seated in three Seattle fast food restaurants and were selected on a semi-random basis and then observed for three minutes by one female and two male observers. The behaviors observed were trunk movement, standing position, looks, glances, smiles, and laughter. Results indicated that: (1) subjects who were alone exhibited more looks than those with companions; (2) male subjects looked away from companions more than females; (3) females over age 14 with female companions showed the highest frequency of glances; (4) all female subjects smiled more than male subjects; and (5) laughter occurred more often among female subjects. (Author/HLM)

ED 169 432 CG 013 374

Wiskowski Joan H.

Outlook for Displaced Homemakers in the Labor Force.

Pub Date-78
Note-9p.
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Career Choice, *Career Development, Females, *Labor Force, *Labor Market, *Manpower Needs, Vocational Education, *Working Women
Identifiers-*Displaced Homemakers, *New Jersey

Statistics from the U.S. Department of Labor and the New Jersey Department of Labor indicate that: (1) in mid-1977, 40 million women were working, meaning that women composed 41% of the nation's labor force; (2) in New Jersey, women composed 30% of the state's labor force; and (3) both nationally and on a state-wide basis, employment for professional and technical workers is rapidly expanding, particularly in the service sector. The needs of displaced homemakers wishing to enter the labor force include: (1) programs for retraining or initial acquisition of technical and sales skills; (2) information on occupational trends; (3) methods for making appropriate career decisions; and (3) support services for their children where necessary. (HLM)

ED 169 433 CG 013 375

Cook, Louise W.

Education for Parenthood: A Present Priority.

Pub Date- 77
Note-19p.; Not available in hard copy due to marginal legibility
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Programs, Elementary School Students, Elementary Secondary Education, *Family Life Education, *Parenthood Education, *Parent School Relationship, *School Responsibility, School Social Workers, Secondary School Students, *Student Needs

Education for parenthood is seen as an urgent priority in this paper, which presents a rationale and methods for implementation. National symptoms relating to family problems, teenage parents, mental health, crime, venereal disease, and child abuse are described, and existing preventive efforts in many areas are discussed. Problems facing educators in implementing programs are considered, but powerful sources of assistance are delineated and procedures for initiating and developing education for parenthood programs are described. Concepts and content for a coordinated parenting curriculum are suggested, depending on the readiness of diverse communities. The role of the school social worker as advocate of a healthy balance between cognitive and affective education is also set forth, and the importance of this role is stressed. (Author)

ED 169 434 CG 013 376

Haskell, Samuel D.

Predictors of Couples' Actual and Projected Family Sizes.

Pub Date-29 Aug 78

Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Demography, *Family Planning, *Family Structure, *Individual Characteristics, *Interpersonal Relationship, Marriage, *Parent Attitudes, Predictor Variables, Social Science Research

Demographic, personality-attitudinal, and interpersonal measures were examined to determine which measures best predicted the couple's present family size and projected family size (present size plus additional children desired) for both the wife and the husband. Subjects were 35 Caucasian, middle class, Protestant couples in Knoxville, Tennessee. Results of the regression analyses predicted 70% of the variance in present family size, 83% of the variance in the husband's projected size, and 98% of the variance in the wife's projected size. Actual or present family size was best predicted by demographic measures such as the wife's age at marriage and number of years married. The husband's projected family size was best predicted by demographic measures such as the couple's success at birth planning and the wife's educational level, but the husband's possibly unfulfilled need to give and receive high amounts of affection also was important. The wife's projected family size was best predicted by personality-attitudinal and interpersonal variables such as her need to have children to confirm her identity, her high anxiety level relative to her husband, and her desire to give a lot of affection, which in many cases does not seem to satisfy her husband's high affectional need. (Author)

ED 169 435 CG 013 377

Tesser, Abraham

When Individual Dispositions and Social Pressure Conflict: A Catastrophe.

Pub Date-78

Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, College Students, *Conflict Resolution, *Group Dynamics, *Individual Characteristics, Interaction Process Analysis, *Psychological Patterns, Social Attitudes, *Social Behavior

Identifiers-*Catastrophe Theory

Personal dispositional variables conflicting with social pressure and the resulting behavior, which follows a cusp catastrophe, were investigated. Female undergraduates (N 200) completed a set of attitude questionnaires using a Crutchfield console. Results indicate that: (1) when social pressure is low, behavior is a smooth, monotonic function of disposition; (2) when social pressure is high and disposition is low, behavior is low; and (3) when social pressure is high and disposition is high, relevant behavior will be bimodal with some people engaging in low levels of behavior and some engaging in high levels of behavior. In dynamic terms, shifts in dispositions at high levels of social pressure result in discontinuous i.e. catastrophic changes in behavior, and increments in social pressure at high levels of disposition result in divergence, i.e. bimodality. (Author)

Haber, Sandra

Fear of Thinness: An Alternative Approach to the Treatment of Obesity.

Pub Date-78
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Anxiety, Behavior Patterns, *Body Weight, *Eating Habits, Hygiene, *Individual Characteristics, *Self Concept, *Special Health Problems
Identifiers-*Obesity

Conflicts that accompany weight loss as indicated by the presence of anxieties and fears in individuals who have lost an uncontestably large amount of weight were investigated. Subjects (N 12) who had lost a minimum of 100 pounds in a medically supervised weight program were interviewed about the onset of obesity, concurrent personal conflicts, diet history, feelings concerning weight loss and subsequent changes in their lives. These subjects: (1) showed a strong tendency to have been overweight in childhood and were usually chronically obese by adolescence; (2) became obese often in conjunction with problems in sexual adjustment; (3) expressed ambivalent feelings about their weight loss; and (4) reported feelings of excitement and rebirth while, at the same time, expressed anxiety about the new possibilities that being thin represented. Results clearly indicate that the process of weight loss per se gives rise to a series of emerging problems that result in anxiety. The therapist or psychologist working with such patients must address these problems and help the patient identify and deal with the emerging anxiety to maximize the probability of maintaining the weight loss. (Author)

ED 169 437 CG 013 379

Hunter, Kathleen Linn, Margaret W.

Attitudes Toward Old Age in Five Cultures.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date- 77
Grant-HD-06032
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age, *Cultural Differences, *Death, Demography, *Family (Sociological Unit), Females, *Older Adults, *Social Attitudes

Attitudes toward old age, death, and family as well as various demographic data were examined in five American cultures (Blacks, Cubans, American Indians, Chicanos, and Whites). Analysis of covariance showed that attitude toward death and most demographic variables did not account for differences in attitude toward old age, but that attitude toward family and presence of a husband in the household did have significant effect. (Author)

ED 169 438 CG 013 381

Elman, Donald And Others

How Sexual Orientation and Physical Attractiveness Affect Impressions of Males.

Pub Date-78
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Homosexuality, Individual Characteristics, Interaction Process Analysis, *Interpersonal Attraction, Males, *Perception, *Reactive Behavior, Research Projects, *Sexuality, Social Attitudes, *Stereotypes

Stereotyped impressions of male homosexuals and the underlying importance of sexuality in social attraction and perceptions were investigated. Male (N 80) and female (N 80) college students responded to either an attractive or an unattractive photo of a male stimulus person, who was identified to half of the subjects as a homosexual. Compared to the heterosexual, the homosexual was rated as less likeable, less personally and socially adjusted, and less masculine, but not less capable mentally. Results indicated that sexuality is a relevant but not overriding component of social reactions as a function of these independent variables. (Author)

ED 169 439 CG 013 382

Cowart, Debra And Others

Figural Aftereffects in Adulthood.

Spons Agency-National Inst. on Aging (DHEW/PHS), Bethesda, Md.
Pub Date- 78
Grant-AG-00297
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development, *Age Differences, Females, *Figural Aftereffects, *Individual Characteristics, Research Projects, *Stimulus Behavior, *Visual Discrimination, Visual Perception

Changes in the perception of figural aftereffects occurring during adulthood were investigated with 56 female subjects. A significant linear trend analysis indicated that the magnitude of the figural aftereffects increased very slightly with age. This was supported by a significant T value which suggested a difference between the two extreme age groups 20 and 70 and a chi square which also supported the difference between the 20-year olds and the rest of the group. (Author)

ED 169 440 CG 013 385

Nida, Richard And Others

A Methodological Investigation of Three Instruments That Measure Counselor Functioning.

Pub Date-Oct 78
Note-14p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Nashville, Tennessee, October, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Client Caseworkers, *Counselor Characteristics, *Counselor Evaluation, *Counselor Training, Empathy, Evaluation Criteria, *Interpersonal Competence, *Measurement Instruments, Professional Education, Research Projects

Functioning level of 25 counselor trainees was assessed by clients responding to the Barrett-Lennard Relationship Inventory, by judges using Carkhuff rating scales, and by counselor responses to a criterion instrument, Human Empathic Listening Test. The subparts and total scores were correlated to examine tne relationship among the three measuring instruments. Carkhuff rating scales were found to correlate with the criterion instrument, but the Relationship Inventory did not. Ancillary findings indicated that the subparts of the Relationship Inventory and Carkhuff rating scales did not measure separate dimensions of counselor functioning as claimed. A factor analysis of the three total test scores indicated that an evaluation factor and a subjective perception factor were being measured by the three instruments. Implications of the study suggest that when consumer opinions although use of both the Inventory and the Carkhuff rating scales may yield although use of both the Inventory and the Carkhuff rating scales may yield contradictory results. When a singular evaluation must be made, use of a criterion instrument appears to offer the most objective approach. (Author/CKJ)

Cytrynbaum, Solomon And Others

Gender and Adult Mid-Life Development: Critical Appraisal.

Pub Date-Aug 78

Note-59p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Development, Adults, Age, *Behavior Patterns, Career Change, *Developmental Tasks, *Interpersonal Competence, Life Style, Middle Aged, *Personal Growth, Self Concept, *Sex Differences

Identifiers-*Midlife Transition

A systematic review and critique of the work of midlife researchers and theorists such as Gould, Vaillant, Jung, Newman and Levinson, among others, indicates that: (1) a midlife transition period exists from approximately 35 to 55 and lasts as many as 10 years for both men and women; (2) a series of unique and fundamental biological, psychosocial, interpersonal, and developmental tasks occur during midlife transition; (3) a major reassessment of personal functioning, primary relationships, and the world of work often occurs in this period; and (4) the emergence at midlife of the expressive parts of the personality for men and the instrumental components for women represents a major source of personal and marital stress. (Author)

ED 169 442 CG 013 387

Handbook for Instruction on Aging in California Public Schools. Kindergarten Through Grade Twelve.

California State Dept. of Education, Sacramento.
Pub Date-78
Grant-90-A-841
Note-45p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.75)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Age, *Course Content, *Course Objectives, *Curriculum Design, *Curriculum Enrichment, Elementary Secondary Education, *Instructional Materials, Lesson Plans, Older Adults, Teachers
Identifiers-*Aging

This handbook is designed to assist teachers at the elementary and secondary level in the development of curricula on aging which can integrate the concepts of aging into ongoing lesson plans. The five content areas of instruction include chronological aging, physiological and biological aging, sociocultural aspects of aging, psychological aging, and the community and its relationship to older adults. Each content area is defined and contains the following elements: (1) a statement of content area goals; (2) specific concepts within each area; and (3) instructional objectives for the elementary and secondary grade levels. (Author/HLM)

ED 169 443 CG 013 388

Schofield, Janet Ward

Conceptual Problems in Desegregation Research.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-400-76-0011
Note-35p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary School Students, Elementary Secondary Education, *Integration Effects, Race Relations, *Racial Attitudes, *Racial Differences, *Research Methodology, *Research Problems, *School Integration, Secondary School Students

School desegregation has been one of the most controversial issues on the American political scene during the last quarter century and has sparked considerable controversy among researchers as well as among the general public. Although there has been very real disagreement among researchers on a number of specific issues, virtually all recent reviews of the literature on school desegregation agree on one point that, taken as a whole, the research on the effects of school desegregation on children is quite inconclusive. Conceptual problems have contributed in important ways to the inconclusiveness of the literature on the effect of desegregation on black and white students, particularly in terms of lack of attention paid to the nature of the independent variable, too much focus on outcomes rather than process, insufficient attention to the precise nature of the expected cutcomes, and the selection of instruments sensitive to interracial attitudes. (Author/HLM)

ED 169 444 CG 013 390

Etaugh, Claire

Effects of Nonmaternal Care on Children: Research Evidence and Popular Views.

Pub Date-Aug 78
Note-90p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adjustment (to Environment), *Child Care Centers, *Child Development, *Childhood Needs, *Child Rearing, Children, Day Care Services, Environmental Influences, Individual Characteristics, *Parent Child Relationship, Preschool Education, Working Women

Research on the effects of nonmaternal care on preschool children and writings of childrearing authorities on this topic in the popular press indicate that: (1) high quality nonmaternal care does not appear to have adverse effects on the young child's maternal attachment, intellectual development, or social-emotional behavior; (2) child-care books and magazine articles appearing during the last 20 years have tended to present a more negative veiw of nonmaternal care; and (3) a shift between the 1960's and 1970's has occurred in the direction of a more favorable attitude toward working mothers and nonmaternal care. (Author)

ED 169 445 CG 013 391

Ory, Marcia G.

Strategies for Family Impact Analysis.

Pub Date-Oct 78

Note-11p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)

Available from-Minn. Family Study Center, 1014 Social Sciences Tower, Univ. of Minn., Minneapolis, MN 55455

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research, Counselors, *Family Counseling, *Family Structure, *Policy Formation, *Program Design, *Research Methodology, *Social Attitudes

A framework for family impact analysis, developed at the Minnesota Family Study Center as part of the NIMH training program for family impact analysis, is presented. The four sections of the accompanying training manual are described as: (1) a set of questions which orient the reader to what family impact analysis is, its particular timeliness, the nature and extent of potential policy or programmatic impacts on families, and the different research strategies available for family impact assessment; (2) an aid for helping official policymakers, administrators and practitioners begin to understand and systematically assess the effects of policy or programs on family life; (3) actual case examples drawn from Minnesota Family Study Center trainees' internship experiences which illustrate the diversity of settings, the range of policy issues and potential impacts, and the variety of applicable methodological strategies; and (4) a selected bibliography on key works related to family impact analysis which provide further references. (Author)

ED 169 446 CG 013 392

Bigelow, George E.

Behavioral Analysis and Modification of Drug Abuse.

Spons Agency-Public Health Service (DHEW), Arlington, Va.
Pub Date-Aug 78
Grant-DA-01472; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, *Behavior Change, Behavior Patterns, *Contingency Management, *Drug Abuse, *Drug Addiction, Patients (Persons), Research Projects, *Self Control, *Self Evaluation
Identifiers-*Methadone

Some of the unique characteristics of the drug abuse field which distinguish it from the other varieties of substance abuse and research methodologies for studying determinants of drug self-administration behavior which have been developed in response to these characteristics were investigated. Data suggest that residential drug self-administration laboratories are useful contexts for direct observation and measurement of drug self-administration behavior and assessment of experimentally manipulated environmental influences, and methadone maintenance treatment clinics provide settings for applied research on environmental determinants of drug self-administration. Results presented from a sequential group of studies in this setting indicate that contingent reinforcement procedures reduce supplementary drug self-administration by methadone patients. (Author)

ED 169 447 CG 013 393

Cann, Arnie And Others
Social Context Variables in the Social Perception of Rape.
Pub Date-78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Attribution Theory, Behavior Patterns, *Perception, *Rape, Research Projects, *Responsibility, *Social Attitudes, Social Science Research, *Social Values
Identifiers-*Victim Behavior

The physical and interpersonal contexts within which rapes occur were investigated. The physical context, defined in terms of observers' perceptions of the likelihood of rapes occurring in a particular setting, produce variations in the degree of responsibility assigned to the victim. Women raped in high probability of rape settings were held as more responsible for the rape. The interpersonal context of rape, defined in terms of the degree of prior intimacy between the rapist and the victim, was also highly relevant to observers' judgements. Any prior sexual intercourse between the victim and rapist led to much higher responsibility assigned to the victim, and less responsibility assigned to the rapist. (Author)

ED 169 448 CG 013 394

Millman, Howard L.
Agreeing to Learn.
Pub Date-78
Note-13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Behavior Change, College Students, Higher Education, *Instructional Innovation, *Learning Experience, *Locus of Control, *Self Control, *Student Behavior

Described is a program entitled Creating a Safe Space,'' designed to remove consciously the major elements which contribute to college students' experiences and feelings that they are victims of extended controls. The course is described as: (1) an experience of both the removal of extended controls and evaluations and the addition of a new instructional system; (2) an instructional system whose core is a list of agreements students publicly commit themselves to before entering the program; and (3) a program whose philosophy incorporates some of the principles of Erhard Seminars Training (EST). (Author/HLM)

ED 169 449 CG 013 395

Jones, Edward A. And Others

A Behavioral Approach to Self-Initiated Leisure-Time Activities and Living-Area Maintenance in Long-Term Care Facilities for the Elderly.

Pub Date-May 78

Note-27p.; Best copy available; Paper presented at the Meeting of the Midwestern Association of Behavior Analysis (Chicago, Illinois, May, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns, Gerontology, *Interpersonal Competence, *Leisure Time, Life Style, *Older Adults, Personal Growth, *Positive Reinforcement, Program Evaluation, *Self Care Skills, *Self Concept

The effects of a program designed to generate self-maintenance of resident living areas and increase self-initiated activities among older adults were investigated. Subjects (N 22) were rewarded with paper tokens which could be exchanged for personal items upon completion of cleaning and maintenance. They were observed as to the quantity and type of interactions with other residents. Results indicated that: (1) reinforcement increased social interaction among the residents; (2) staff-and-resident as well as resident-and-resident relationships improved; and (3) older adults exhibited greater self-reliance and independence. (Author/HLM)

ED 169 450 CG 013 396

Amabile, Teresa M.

Effects of Evaluation Expectation on Artistic Creativity.

Pub Date-Mar 78

Note-20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Art Expression, Behavior Change, *Creativity, *Evaluation, *Expectation, *Feedback, Interest Research, Motivation, Research Projects, *Task Performance, Teaching Methods

Conditions are examined under which the imposition of an extrinsic constraint upon performance of an activity can lead to decrements in creativity. Female college students worked on an art activity either with or without the expectation of external evaluation. In addition, subjects were asked to focus upon either the creative or the technical aspects of the activity, or they were given no specific focus. Finally, some subjects expecting evaluation were given explicit instructions on how to make their artworks. As predicted, subjects in the evaluation groups produced artworks significantly lower on judged creativity than did subjects in the nonevaluation control groups. The only evaluation group for which this pattern was reversed had received explicit instructions on how to make artworks that would be judged creative. A possible reconciliation of these two disparate results is proposed. (Author)

Chaiklin, Harris Mosher, Barbara
Maternal Anxiety and Lead Levels in Children.
Pub Date-22 Oct 78
Note-19p.; Best copy available; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Disadvantaged Groups, *Family Health, *Health Programs, *Lead Poisoning, *Medical Services, Minimally Brain Injured, *Mothers, Neurologically Handicapped, Parent Child Relationship, Policy Formation, Poverty Research, Research Projects, Slum Conditions
Identifiers-*Taylor Manifest Anxiety Scale

There is a relationship between maternal anxiety and lead levels in children. Data were collected from the mothers of 15 children with normal'' lead levels and 15 children with elevated blood levels. Anxiety was measured by the Taylor Manifest Anxiety Scale. All families lived in areas with poor housing. Treatment of lead poisoning tends to focus on the symptom alone. With lead poisoning and other diseases where family cooperation is important, policy should expand medical treatment to include family support services. Greater attention needs to be paid to conditions such as lead poisoning, where the medical profession does not seem able or willing to set up appropriate conditions for treatment. (Author)

ED 169 452 CG 013 399

Alpert, Judith L. And Others
Onset of Parenting and Stressful Events.

Pub Date- 78

Note-24p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Rearing, *Family Life, Fathers, Mother Attitudes, *Parent Attitudes, Parents, Research Projects, *Sex Differences, *Stress Variables, *Working Parents

A list of stressful events associated with onset of parenting is developed. The events and established weights are ranked to reflect the degree of disruption that would be caused should that event occur. Whether the rankings and weightings differ as a function of parent sex and maternal work status is also considered. The means for developing the list and the rankings and weightings are presented. Results indicate high internal consistency in weightings (.81 to .92) and significant differences in ranking among the four groups of parents (nonworking mothers, working mothers, fathers with nonworking wives, fathers with working wives) on two of the 21 events. Implications for parent education programs and research are discussed. (Author)

ED 169 453 CG 013 400

Johnston, Lloyd D. And Others
Drug Use Among American High School Students 1975-1977.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-619
Pub Date-78
Grant-3-R01-DA-01411-0181
Note-261p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00783-8)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Drug Abuse, High School Students, *Narcotics, Research Projects, Secondary Education, Seniors, *Social Attitudes, *Sociocultural Patterns, *Student Characteristics, Student Research, Trend Analysis

This extensive publication is the first in a series entitled Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth. This volume presents detailed statistics on the current prevalence of drug use among American high school seniors and on trends since 1975. Information on 11 separate classes of drugs is presented, and the overall results on prevalence and trends in drug use are summarized. Except for the use of alcohol and cigarettes, virtually all of the drug use discussed is illicit. The strong focus is on drug use at the higher frequency levels to differentiate various levels of seriousness, or extent, of drug involvement. In addition to describing prevalence and trends in use, this volume contains an assessment of prevailing attitudes and beliefs among American high school seniors concerning various types of drug use and of the ways that these views have been changing over the last two years. It also considers their view of the availability of drugs to high-school age youth. (Author)

ED 169 454 CG 013 401

Story, Marilyn D.

A Longitudinal Study of the Effects of a University Human Sexuality Course on Sexual Attitudes.

Pub Date-27 Feb 78
Note-33p.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Objectives, *Changing Attitudes, *College Students, Higher Education, Humanistic Education, *Longitudinal Studies, Moral Values, Sex Differences, *Sexuality, *Student Attitudes

A comparison of sexual attitudes was made between 127 human sexuality class students and 114 control class students at the University of Northern Iowa at the beginning of class (pretest), the end of class, (posttest), and two years after the end of class (follow-up). The pretest displayed no differences between the treatment and control groups on age, grade point average, political affiliation, religion, marital status, university classification, or sexual attitudes. Differences in sexual attitudes between the two groups developed on the posttest and the follow-up test. Human sexuality students presented steadily more accepting attitudes from pretest to posttest to follow-up and became steadily more accepting of behaviors for others than for self. Control group students generally showed no change in attitudes from pretest to posttest, developed less accepting of behaviors for others than for self. In both groups, males had more accepting sexual attitudes than females and summer session students had more accepting sexual attitudes than fall semester students on the pretest, posttest, and follow-up. (Author)

ED 169 455 CG 013 402

Feldstein, Jerome H. Feldman, Barbara

Riskiness in the Elderly: Attitudes of Young and Elderly Adults.

Pub Date-1 Sep 78

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Behavior Patterns, College Students, Comparative Analysis, Decision Making, *Older Adults, Perception, *Reactive Behavior, Research Projects, *Risk, *Social Attitudes

Risk-taking attitudes and behaviors among young and elderly adults were investigated. Elderly subjects, from both a nursing home and the community, and college students responded to choice dilemmas involving aged central characters. Each subject responded twice, once under self'' instructions, and once as the average elderly person'' would respond. Each of the three groups contained 20 subjects and was equally divided by sex. Results indicated that: (1) young adults do not view the elderly as more cautious than themselves; (2) elderly persons were significantly more likely to refuse all levels of risk than were young adults; and (3) when responses refusing all risk were omitted, nursing home residents responded in a significantly riskier fashion under self'' than under average elderly'' instructions. (Author)

ED 169 456 CG 013 404

Crumbaugh, James C.
Logotherapy as a Bridge Between Religion and Psychotherapy.
Pub Date- 75
Note-10p.
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Beliefs, *Counseling, Life Style, Methods, *Personal Values, *Psychotherapy, *Religious Factors, *Self Concept, *Self Evaluation, Social Influences
Identifiers-*Logotherapy

Frankl's logotherapy, a technique of searching for meaning in life, is presented as a counseling theory which borders religion but does not overlap, by taking both the mentally healthy individual and the patient in psychotherapy to this boundary, and challenging him/her to decide whether religion can be an integral part of life meaning and purpose. The strategies reviewed indicate that logotherapy can: (1) help the person to explore religious values applicable to him/her; (2) assist in exploring other values; and (3) for those who hold religious leanings, guide the combination of secular psychotherapy and ecclesiastical purpose to yield a deeper life meaning that can be found elsewhere. (Author)

ED 169 457 CG 013 419

Walz, Garry R. And Others
Counselor Renewal System (CRS).
American School Counselor Association, Washington, D.C.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-72p.; Microfiche not included
Available from-ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, MI 48109 ($90.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Autoinstructional Aids, Counselors, *Counselor Training, Independent Study, *Inservice Education, Needs Assessment, *Professional Continuing Education, *Staff Improvement
Identifiers-Information Analysis Products

This guide provides practicing school counselors with self-instructional materials by referring them to Educational Resources Information Center (ERIC) documents which are available on microfiche. The guide includes usage strategies and a needs assessment for helping users select appropriate materials. The content topics are accountability, behavior modification, change agentry, child abuse, consultation, decision-making, and guidance for career and job placement. It also includes the general subjects of legal concerns, parent education, program planning and development, proposal writing, public relations, substance abuse, and values, and the following counseling sub-topics: death and dying, groups, minorities, peers, and women. In addition, instructions for manually searching the ERIC data base are provided. The guide's felxibility suggests many possible uses, including as a reference source or as the curriculum for group training. (LJS)

ED 169 458 CG 013 420

Clayton, Robert L.

Counseling Nonwhite Students in an Era of Integration.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-64p.
Available from-ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, MI 48109 ($5.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Counselor Role, *Cross Cultural Training, Elementary School Counselors, Elementary Secondary Education, Integration Effects, *Minority Groups, Multicultural Education, Postsecondary Education, *Racial Attitudes, *School Integration, Secondary School Counselors
Identifiers-Information Analysis Products

Proceeding from the assumption that many current educational efforts for nonwhites have been unintentional or have occurred by historical accident, this guide states that American schools today are more correctly described as interracial than as integrated, and that counselors can play a significant role in changing this situation. After presenting some negative illustrations of current conditions at local levels, it generalizes broadly about how they represent the instability of counseling services for nonwhite youth. The guide offers some suggestions for counseling various groups of nonwhite students, and then describes specific programs found at elementary, high school, and postsecondary levels, and in community agencies, that are designed to respond to nonwhite student needs. The paper concludes with a plea for persons in the helping professions to chart new directions in cross-cultural counseling, to abolish velvet racism, and to do everything possible to make true integration a reality. (Author)

ED 169 459 CG 013 421

Tilley, David C. And Others

The Student Affairs Dean and the President: Trends in Higher Education.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; National Association of Student Personnel Administrators, Detroit, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-90p.
Available from-ERIC/CAPS, School of Education, University of Michigan, Ann Arbor, MI 48109 ($4.95)
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Enrichment, *Administrative Policy, *College Deans, Colleges, *Futures (of Society), *Role Perception, *Student Personnel Services
Identifiers-Information Analysis Products

This collection of three papers with introductory material examines the role of the Student Affairs Dean. Particular emphasis is placed upon the dean's historic relationship as assistant to the college president and the need for student affairs deans to develop ways to help their presidents prepare for the future. It also emphasizes the relevance of social and educational trends towards management accountability and economic pressures. Additional considerations include the challenge for student affairs to not only supplement teaching, but also contribute to the improvement of teaching and the student's academic learning environment through collaborative efforts with the faculty. (LJS)

ED 169 460 CG 013 470

Styons, Melvin D.

A Study to Develop and Evaluate a Competency-Based Introductory Counseling Course for a Bible College.

Pub Date-Oct 78

Note-172p.; Ed.D., Nova University

Pub Type- Dissertations/Thesis (040) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Church Related Colleges, College Students, Correctional Rehabilitation, *Counselor Training, Higher Education, Methods Courses, *Performance Based Education, Role Playing, *Skill Development, Student Needs

A competency-based introductory counseling course, including demonstrations of model counseling, student role-play counseling, information about prisoners, and a counseling practicum using prisoners as a client population, was developed for Roanoke Bible College. Research was then conducted to evaluate the course materials. Findings led to the conclusions that: (1) competency-based instruction was achievable at Roanoke; (2) competencies for an introductory counseling course were identifiable in measurable terms and were achieved; (3) competency-based instruction leading to mastery learning did result in a sound educational approach to teaching counseling to Bible college students; and (4) student-requested needs for more information about prisoners, for demonstrations of model counseling, and for classroom time for role play were met in the new syllabus. A complete syllabus of the course is included in the appendix, including a list of 14 course competencies, a table showing the key to be used in assigning student grades, six individualized competency-based units, and an extensive bibliography. (Author)

ED 169 461 CG 013 475

Parent, Mary K.

The Nature of Stress in Middle Age.

Pub Date-20 Nov 78

Note-15p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Adult Development, Adults, Age Differences, *Coping, *Middle Aged, Psychological Patterns, *Stress Variables

Prompted by the lack of information about the post-parental, pre-retirement generation, this study identified the nature of stress in the lives of a stratified cluster sample of 113 men and women who were 45 through 64 years of age. In semi-structured, in-depth interviews with experienced M.S.W. social workers, subjects identified the stressful events of the previous year, the major stressor of middle aged, and the cluster of events surrounding the major event. Stressors were classified by source (internal/external), type (loss, threat, chronicity), system most affected (body, personality, family, socio-economic) and focus (self/other). Four age groups were compared on these factors and sex, race and social rank differences were identified. Appraisal of events as major stressors (type) varied significantly by age and social rank and a trend was noted by sex. Major internal events were associated usually with outer related events. Women were more other-focused than men, though other-focused stressors were high in all categories of age and sex. Results may indicate that inability to cope is a factor in aging. (Author)

ED 169 462 CG 013 476

Finkelhor, David

A Survey of Sexual Abuse in the Population at Large: Some Policy Implications.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Oct 78
Grant-R01-MH-30939; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Abuse, Children, Child Welfare, *Family Problems, Homosexuality, *Parent Child Relationship, *Rape, *Sexuality

Survey information shows that sexual abuse of children is widespread, being reported by 19% of the females and 9% of the males in the sample. Most sexual victimization took place within the child's family, not with strangers, as child molesters'' have traditionally been stereotyped. While the problem cuts across social and economic lines, it seems to be more prevalent in families of lower social class and rural backgrounds, indicating that social isolation may play a key role in victimization and family violence. Mothers are crucial in protecting their daughters from sexual abuse; girls whose mothers were absent, ill, poorly educated or alcoholic were much more likely to be victimized. Children were most vulnerable prior to puberty, and most of them did not reveal the experience to anyone at the time it occurs. Experiences involving force were much more traumatic than those not involving force. (Author/BP)

ED 169 463 CG 013 477

Sharp, George Lawrence

The Effects of Manipulating Self-Concept on Learning and Classroom Performance.

Pub Date-Nov 77
Note-13p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (El Paso, Texas, November, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement, *Behavior Change, Class Management, College Students, Counselor Role, *Performance Factors, *Self Concept, Self Esteem, Test Interpretation

In 1976, Muller and Spuhler found support for the proposition that self-concept influenced achievement. This experiment was designed to challenge their findings by demonstrating that when self-concept is lowered in a therapeutic manner, no deficit in achievement will result. The experimenter adjusted the self-concepts of college students regarding ability to learn a foreign language, and than measured performance on a paired-associates learning task. Subjects (N 16) were randomly assigned to one of four treatment conditions: self-concept lowered therapeutically, self-concept lowered counter-therapeutically, self-concept raised, and control. Self-concepts were raised or lowered by providing each subject with a false score on a foreign language aptitude test. When self-concept was lowered therapeutically, a very low aptitude score was presented nonjudgmentally and the acceptability of that score was emphasized. When self-concept was lowered counter-therapeutically, the score's unacceptability was emphasized. Each subject then learned a paired-associates task. The mean learning task performance level for the counter-therapeutically lowered group was inferior to those of the other three groups, which were equal. (Author)

Hoover, Sally L.
Housing Characteristics and Quality of Multigenerational Households.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-18 Nov 78
Grant-HEW-90-A-1288(01)
Note-32p.; Paper presented at the Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Extended Family, *Family Structure, Federal Programs, Financial Support, Heads of Households, *Housing Deficiencies, *Older Adults, *Parent Child Relationship, *Quality of Life

Using data from the 1976 Annual Housing Survey, this paper presents information on housing for 1,865,000 households headed by persons under 65 that include one or more dependents aged 65 or over. It also provides data that will aid in the critical evaluation of the merits of federal programs designed to provide financial incentives for families that have a senior dependent living in the home. It is based on the fact that little information exists on the structural quality and characteristics of such multi-generational households. Its purpose is to help structure federal programs which would address these needs by recognizing the special expenses of supporting an elderly person at home, and encouraging multi-generational families to remain together as units. The structural components and quality of this extended family housing are described, along with those of households with a head aged 65 or over. Findings indicate that when compared on several significant housing characteristics, dwelling units that contain older persons as family members are consistently of higher quality than those which do not. (Author)

ED 169 465 CG 013 479

Gittman, Betty

Factor Analysis of the McDaniel Dating Questionnaire.

Pub Date-Jan 79
Note-7p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Assertiveness, *Dating (Social), Factor Analysis, Interpersonal Attraction, Recreational Activities, *Social Life, *Test Validity
Identifiers-*McDaniel Dating Questionnaire

The McDaniel Dating Questionnaire purports to measure four variables: reason for dating, orientation, commitment and behavior. A factor analysis of data collected from a sample of 34 single adults raised questions about the validity of this instrument. It was concluded that the questionnaire does not adequately distinguish among the variables. Specific recommendations for improvement are offered. (Author)

ED 169 466 CG 013 497

Larter, Sylvia Eason, Gary

The 'Leaving School Early' Students: Characteristics and Opinions.

Toronto Board of Education (Ontario). Research Dept.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-Nov 78
Grant-MA511-06-122
Note-216p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC00 Plus Postage.
Descriptors-*Dropout Characteristics, *Dropout Programs, Family Relationship, Foreign Countries, Jobs, *Program Attitudes, School Holding Power, Secondary Education, *Self Concept, *Youth Problems
Identifiers-Toronto

The Toronto School Board runs a Leaving School Early (L.S.E.) program, which allows students under age 16 legally to leave school and get jobs. A group of 392 students registered in the program were surveyed by telephone in order to collect information about their characteristics and opinions. The data were to be used by administrators, trustees and other personnel in determining how well the program is meeting students' needs and in planning future programs and policies for this population. It was found that most L.S.E. students did not like some or all aspects of school. Many wanted to quit because of family or personal problems, or for financial reasons. About 40% were unemployed at the time of the interview, usually because there were "no jobs available." Of those who worked, most said they liked their jobs better than school. (Author/BP)

ED 169 467 CG 013 498

Friesen, John D. Der, Du-Fay

A Program of Consultation, Training and Counselling of Children with Learning and Behavioral Problems and Their Parents and Teachers.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Pub Date- 78
Note-163p.; Some pages not filmed due to poor legibility
Pub Type- Reports - General (140)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavior Change, *Behavior Problems, *Consultants, *Counselor Role, Elementary Education, *Learning Disabilities, Methods, *Parent Counseling, Parent School Relationship, *Teacher Role

The effectiveness of three counseling models and a no-counseling control situation for students with behavioral and learning difficulties was examined. The first model consisted of counseling parents, teachers and students; the second of consulting and counseling teachers and students; and the third of counseling students only. Subjects were 58 fourth- through sixth-grade students. Results indicated that students with behavioral and learning difficulties who received counseling improved significantly in reading performance as compared to students who had no counseling. The counseled groups also showed an improvement in classroom behavior and self-concept as measured by the Walker Problem Behavior Identification checklist and the Inferred Self-concept Scale. However, these gains were not statistically significant. The second counseling model was found to be statistically more effective than the first and third models in reading improvement, but there was no significant difference among the three treatment models in classroom behavior and self-concept scores. Appendices include detailed descriptions of the program, from student selection criteria through final evaluation forms, making the program easily replicable by other interested schools. (Author/BP)

CS

ED 169 468 CS 004 395

Templeton, Shane

Primary Children Think about Words: Concepts and Implications.

Pub Date-Mar 78

Note-26p.; Paper presented at the Annual Meeting of the International Reading Association Georgia Council (4th, Atlanta, Georgia, March 2-4, 1978)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Development, *Cognitive Development, Cognitive Processes, Elementary Education, *Language Development, *Language Learning Levels, *Language Research, Linguistics, Preschool Education

Identifiers-Piaget (Jean)

From about age four to age eleven, a child's concept of "word" develops from a lack of conceptual differentiation about things and events to an awareness of words as meaningful elements in themselves. Piaget's theory of cognitive development offers a perspective from which this phenomenon can be evaluated. The preoperational and concrete operational stages have characteristics that match the development of word concepts. In addition, children have a tacit awareness of language and print that they use at a subconscious level. There seems to be a development from centering on a subjective system to centering on an

objective system at the tacit level of language development. Tacit and conscious knowledge together interact as children develop the idea of word as content and word as form. As a child develops, teachers or parents can give assistance. An illustrated alphabet strip in the child's bedroom, dictated experience stories, labeling objects in the home, and categorizing games with words are strategies that help children along to a wholesome concept of words. (TJ)

ED 169 469 CS 004 574

Kenney, Lawrence M.

Training Classroom Teachers and Specialists in Reading.

Pub Date-Oct 77

Note-21p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (2nd, Dublin, Ireland, October 6-8, 1977)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Degree Requirements, *Graduate Study, Higher Education, Masters Degrees, Professional Education, *Reading Instruction, *Teacher Certification, *Teacher Education, *Teacher Education Curriculum

Low national reading achievement scores and inadequate academic and certification requirements provide the fundamental rationale for extending and refining regulations concerning the amount of course work required in elementary and secondary education programs. The theoretical and practical reading backgrounds of both prospective and inservice teachers need to be strengthened. Graduate preparation in the field of reading also needs special attention. A model master's degree program includes three options: developing reading specialists for the schools; stengthening the practical skills of elementary teachers, with special emphasis on diagnostic, developmental, and corrective instructional procedures; and helping secondary teachers develop skills to teach reading in the content areas. (TJ)

ED 169 470 CS 004 585

Malmquist, Eve
Beginning Reading in Sweden.
Pub Date-Aug 78
Note-24p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Comparative Education, Early Childhood Education, *Early Reading, Effective Teaching, Foreign Countries, Individualized Instruction, Reading Difficulty, *Reading Instruction, *Reading Readiness, *Reading Research, Teaching Methods
Identifiers-*Sweden

A variety of factors related to beginning reading in Sweden are considered in this paper. Among the topics discussed are the following: age of school entrance and beginning reading, factors related to school maturity and reading readiness, the importance of appropriate teaching techniques in the critical beginning stages of reading instruction, organizational steps taken in Sweden to further the individualization of reading instruction, the Swedish tradition of delaying reading instruction until the primary school, the importance of a good verbal environment in children's early years, goals of reading instruction, the need for a stress on meaning from the beginning of reading instruction, the use of combined methods of instruction in Sweden, the importance of teacher competence, and the teaching of immigrant children. Some research results on beginning reading are also described; these relate to factors associated with reading disabilities in the first grade, attempts to reduce cases of reading disability, and the teaching of reading to six-year-old children in preschool. The paper concludes by noting the need for cross-national comparative studies to aid in determining the most effective teaching methods and the most appropriate age for school entrance and for beginning reading instruction. (GT)

ED 169 471 CS 004 607

Brooks, Joyce
The Development of an Elementary Teacher Education Center.
Pub Date-Oct 78
Note-17p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (3rd, Cincinnati, Ohio, October 12-14, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Field Experience Programs, Higher Education, Individualized Instruction, Inservice Teacher Education, Models, Performance Based Education, *Preservice Education, *Program Development, *Program Evaluation, *Reading Instruction, *Teacher Centers

The three sections of this paper describe separate aspects of the Pre-Service Elementary Education Center at Youngstown State University, which enables elementary education students to participate in on-side experiences in elementary schools, with an emphasis on reading instruction. The first section provides a program overview, noting how the program was originated and how hierarchical and process models, evaluation instruments, and follow-up activities were designed. The second section describes the program, which involves students in instructional sessions on reading theory and competencies, planning sessions with elementary school teachers, individual and group instruction of elementary school pupils, regularly scheduled work in the college reading center, and conferences with instructors. It also discusses the inservice activities held for the elementary school teachers, the hierarchical and process models used, the way in which teacher needs were assessed and competency checklists were developed for student use, and the program implementation. The final section discusses program evaluation, including the overall evaluation strategy, the use of a standardized reading test to assess the program results, and the use of checklists, surveys, log reports, and information about elementary school pupils. It reports that overall results were quite favorable. (GT)

Turner, Yvonne L.

Right Brain Versus Left Brain in Assessing Verbal Abilities.

Pub Date-Nov 78

Note-16p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978); Structure of Intellect may not reproduce well due to small type

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cerebral Dominance, *Cognitive Processes, *Creativity, *Creativity Research, Creativity Tests, *Divergent Thinking, Educational Research, Elementary Secondary Education, Higher Education, *Verbal Ability

Research on divergent thinking (mental activity directed to open-end problems for which there is no one correct answer) indicates that the characteristics associated with divergency (fluency of thinking, flexibility of thinking, originality, redefinition, and elaborating) are right brain functions. To assess right brain function and verbal abilities, a study was undertaken in which subjects were directed to redraw 16 identical squares into something as interesting and creative as possible. The subjects were then asked to choose one of the drawings they had produced in the figural test and to write a short story about it. The figural test was scored on fluency, set change, transformation, and originality. The story was scored on fluency and originality. It was found that those subjects high in divergent figural units did significantly better on divergent semantics than did those low in divergent figural units. The reverse was not necessarily true. Those students high in both drawing and creative stories were not necessarily high scorers or average scorers on the Stanford Reading Comprehension test. Those students high on the divergent section made more syntactical than semantic errors on the Reading Miscue Analysis. (TJ)

ED 169 473 CS 004 676

Summers, Edward G.

An Evaluation of the Effects of a Program of Sustained Silent Reading (SSR) on Reading Achievement and Attitude toward Reading in Intermediate Grades. Final Report.

Pub Date-Feb 79

Note-179p.; Report prepared at the University of British Columbia; A number of pages in the appendixes were removed due to copyright restrictions ; May be marginally legible due to some small print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Education, Foreign Countries, *Literature Appreciation, *Reading Achievement, *Reading Research, *Silent Reading, *Student Attitudes

Identifiers-*Reading Attitudes, *Sustained Silent Reading

A study of 1,242 children in 20 fifth, sixth, and seventh grade classes in Richmond, British Columbia, was undertaken over a seven-month period to discover the effects of a sustained silent reading program (SSR) on the students. Ten classes and the four schools they were in participated in the SSR group and ten classes selected from five other schools judged to be comparable in terms of teaching staff characteristics, student ability, socioeconomic level, type of instructional program, reading achievement and general achievement, attitude toward school, library facilities, and home environment made up the comparison group. Pretest results indicated that scores fell across the entire range of reading achievement and attitude level with good initial equivalency between the two groups. It was found that neither reading nor attitude scores were affected by the treatment. Neither was any effect found for grade level or sex differences between the two groups. It was suggested that perhaps better modelling by the teachers in the SSR group might have created a greater effect, a longer treatment period might have changed the results, and different measures might have shown different results. (TJ)

ED 169 474 CS 004 714

Carter, Nancy Hay

A Program for Reading and Language Development. An Adopter's Guide.

Portland Public Schools, Oreg.

Spons Agency-Oregon State Dept. of Education, Salem.

Pub Date-76

Note-66p.; Reading and Language Program Records may not reproduce well due to small type

Available from-Specialist, Child Service Center, 220 Northeast Beech Street, Portland, Oregon 97212 ($3.00 paper)

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-English Instruction, *Language Instruction, Learning Difficulties, Learning Disabilities, Primary Education, Program Administration, *Program Development, *Programed Instruction, *Program Planning, *Reading Instruction, *Remedial Programs

Identifiers-Monterey Language Program, Monterey Reading Program, Project SAILS

Project SAILS'' (Symbolic and Innovative Language Systems) is a special program developed by the Portland, Oregon, public schools for training teachers to work with children who have learning and reading difficulties. Teachers are instructed in the use of the Monterey Reading and Language Programs, highly structured and highly accountable learning programs that track'' each student's daily performance to ensure regular progress in language and reading ability. The manual that developed from Project SAILS'' is intended to serve as a guide to this new educational concept, and to help others replicate the activities that the Portland schools have successfully used. The manual outlines the methods for obtaining the programed materials, training support personnel, and developing learning centers to give more children fast, effective remedial help. Appendixes in the manual provide a price list for the Monterey program, statistics from Monterey reading program sites, and performance graphs for Project SAILS.'' (RL)

ED 169 475 CS 004 716

Weinshank, Annette

The Relationship between Diagnosis and Remediation in Reading: A Pilot Study. Research Series No. 37.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-76-0073
Note-23p.; Appendix B may not reproduce well due to small type
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clinical Diagnosis, Measurement Techniques, *Reading Diagnosis, *Reading Difficulty, *Reading Research, *Remedial Reading

An empirical examination was undertaken to determine the relationship between reading problems diagnosed by experienced reading clinicians and the initial treatment plans proposed by them for a case. Twenty-four diagnosis/treatment protocols for eight experienced reading clinicians were analyzed in terms of clinician agreement on treatment categories within and across cases, association of diagnosed problems with treatments (PTA), and the correlation between diagnostic consistency and remedial consistency. Results showed that while the clinicians studied agreed on the use of a subset of treatments across almost all the cases, the extent of agreement varied. For any given diagnosis, diagnostic statements outnumbered treatment statements four to one. Of those treatments that were offered, approximately half were composed of some combination of the five core treatments (phonics, word analysis, sight words, visual discrimination/memory, and oral reading). Clinicians with lower diagnostic agreement had lower PTA agreement; those with higher diagnostic agreement had higher PTA agreement. (FL)

ED 169 476 CS 004 718

Theofield, Mary B.

Oral Reading: A Tool for Student Assessment and Teacher Training.

Pub Date-Oct 78

Note-17p.; Paper presented at the Annual Meeting of the College Reading Association (22nd, Washington, D.C., October 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Higher Education, *Miscue Analysis, *Oral Reading, Reading Instruction, *Reading Research, *Student Evaluation, *Teacher Attitudes, *Teacher Education

Identifiers-*Goodman (Kenneth)

This literature review considers some of the work done on oral reading as a diagnostic tool and as it relates to teacher training and attitudes toward reading. It mentions some of the ways oral reading has been used in assessment, discusses Kenneth Goodman's model of reading, considers some of the criticisms and supports of the model, and points to miscue analysis as a way of finding out about information processing. It also points to research that indicates that the theoretical orientation of teachers affects the success of reading programs and explores research done on teachers who were trained in miscue analysis. (TJ)

ED 169 477 CS 004 725

Naus, Mary J.

Developmental Implications of the Levels of Processing Memory Framework.

Pub Date-78
Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Cognitive Processes, Elementary Education, *Memorizing, Memory, *Mnemonics, *Models, *Research Problems, Theories
Identifiers-*Levels of Processing

The levels of processing framework for understanding memory development has generated little empirical or theoretical work that furthers an understanding of the developmental memory system. Although empirical studies by those testing the levels of processing framework have demonstrated that mnemonic strategies employed by children are the critical component of memory performance, this result is not dependent on a levels of processing formulation. It also does not clarify the three critical issues in understanding the developing memory system: what the particular mechanisms are that might operate in the different rehearsal strategies; the importance of the structures and content of the knowledge base; and apparently involuntary memory processes such as those involved in attention, pattern recognition, and memory inferencing. (TJ)

ED 169 478 CS 004 728

Page, William D. Pinnell, Gay Su

Teaching Reading Comprehension: Theory and Practice.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Contract-400-75-0029

Note-135p.

Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 51906, $6.00 member, $6.75 non-member)

Pub Type- Books (010) - Information Analysis (070) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Cloze Procedure, Elementary Education, Intermediate Grades, Language Development, Language Experience Approach, Language Research, *Language Usage, *Learning Activities, Learning Theories, Observation, *Reading Comprehension, Reading Diagnosis, Reading Habits, *Reading Instruction, Reading Material Selection, *Reading Research, *Teaching Methods

Based on the premise that comprehension must be the true and final goal of all instruction in reading, this book is designed to provoke teachers' reflections about their own ideas, reading, language, and experiences as teachers of reading comprehension and to help them base their teaching decisions on a knowledge of theory and research about how people learn to read. The first section, "Theory," is comprised of three chapters, of which the first two synthesize research on language use and on language and reading, and the third presents the theories behind conventional approaches to reading instruction. The second section, "Practice," contains four chapters, which deal with exploring language uses, developing purposes for reading, assessing reading for meaning, and planning for student learning. These chapters describe activities that are consistent with the application of language experience to the development of reading comprehension. In addition to suggesting teaching strategies, they provide guidelines for observational and data gathering activities that teachers can use in their classrooms. (GT)

ED 169 479 CS 004 729

Griffin, Charlene M.

The Effect of the Use of Selected Newspaper Articles in the Teaching of Certain Critical Reading/Thinking Skills.

Pub Date-Jan 79

Note-83p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults, *Critical Reading, *Critical Thinking, *Developmental Reading, Educationally Disadvantaged, *Newspapers, Reading Research, Reading Skills, *Teaching Techniques

To investigate whether certain sections of the newspaper could be used effectively in teaching critical reading and thinking skills to educationally disadvantaged adults, 29 students enrolled in a developmental reading class were instructed for eight weeks using specific newspaper articles to develop critical and analytical skills. A control group composed of 19 students followed the regular class outline. Although the experimental group showed a significant increase over the control group in inference skill development, no significant differences were found in the skill areas of assumption, interpretation, deduction, and argument. It was concluded that certain critical reading and thinking skills can be learned through a unified method of instruction. (Critical questions, propaganda devices, the sequence of articles, sample lesson plans, and skill outlines are appended.) (MAI)

ED 169 480 CS 004 732

Maschek, Rose Marie

Course Outline for Clinical Reading at the High School Level.

Pub Date-78
Note-193p.; Course outline prepared at the University of Missouri; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Individualized Instruction, *Reading Comprehension, *Reading Instruction, *Reading Skills, Secondary Education, Study Skills, *Teaching Techniques, *Vocabulary Development, *Word Study Skills

The organization of this course outline is based in part on current thought regarding the teaching of reading as it relates to whether comprehension is a general skill or a set of specific identifiable skills, to reading as content and process, to vocabulary development, and to divergent thinking. The outline is divided into two major sections: recognizing and understanding ideas and recognizing and understanding words. Subsumed under the first section are comprehension skills including literal comprehension, interpretive or implied comprehension, critical level of comprehension, study skills, consumer survival skills, reading the newspaper, and recreational reading. Also included in the first section is rate of comprehension including flexibility, skimming, and scanning. Subsumed under the second section are vocabulary development, structural analysis, phonic analysis, dictionary skills, and oral reading skills. In the outline, each division consists of a number of teaching techniques and suggestions for direct classroom application with references that are intended to be suggestive rather than comprehensive. (TJ)

ED 169 481 CS 004 734

Fitzgerald, Thomas P.
Meaning Based Testing and Curriculum Implications.
Pub Date-Apr 79
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Elementary Education, *Evaluation Methods, *Language Skills, Minimum Competency Testing, *Reading Comprehension, *Reading Instruction, Reading Skills, *Reading Tests, *Teaching Techniques
Identifiers-*Degrees of Reading Power Test

The Degrees of Reading Power Test was developed to address some existing problems in testing comprehension. The test design reflects the need to consider problems of passage dependency, difficulty of questions, tests for continuous text, and sensitivity to gains. It emphasizes a set of response options controlled for familiarity, a text that is informationally adequate to determine the best choice, and that only one answer is correct. It employs a structural cloze format. A language/centered test such as this one encourages students to apply an array of language skills. Some possible instructional techniques that result from the introduction of a meaning-based testing instrument might include a language-centered curriculum using changes in word order; the addition of words, phrases, and clauses; and the use of discourse markers. Vocabulary development should include strategies with synonyms, classifications, connotative and denotative meanings, and multiple meanings. Instruction should be directed to such language cue systems as semantic meanings of words; word affixes influencing meaning and function; phrase and clause structures; identification of antecedents of pronouns, proverbs, and anaphora; and structures in paragraphs and structures modifying sentence, paragraph, and section meanings. (TJ)

ED 169 482 CS 004 737

Bawden, Robert Duffy, Gerald G.

Teacher Conceptions of Reading and the Impact on Instructional Behavior.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW) Washington, D.C. Teaching Div.
Pub Date-Apr 79
Contract-400-76-0073
Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, Georgia, April 23-27, 1979); Figure 1 removed due to poor reproducibility; Figures 2, 3, and 4 may not reproduce well due to small type
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Formation, Demography, Effective Teaching, *Reading, *Reading Instruction, *Reading Research, *Teacher Attitudes, Teachers, Teaching Skills

Focusing on the way teachers conceptualize reading and on whether these conceptions influence instructional practice, a study was undertaken utilizing a propositional inventory and a naturalistic field study. The propositional inventory was used in two teacher surveys: the first included 602 teachers and sought to determine their conceptions of reading; the second included 257 teachers and attempted to establish relationships between their demographic data and their reading conceptions. Three major findings resulted: teachers do think in conceptual patterns, these patterns do not match the theoretical categories discussed in the reading literature, and teacher conceptions seem to be associated most strongly with years of experience. The field study involved 33 teachers and produced the following findings: teachers have more than one conception of reading, some teachers possess more complex conceptions than others, conceptions seem to vary in stability from teacher to teacher, a teacher's reading conception may be related to the grade level taught and to the ability level of the students, and teachers do modify and change their conceptions of reading and reading instruction over time. These findings indicate that teacher conceptions of reading are reflected in instructional practices. (FL)

ED 169 483 CS 004 739

Owoc, Paul, Ed.
Organizing for Instruction.
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-300-78-0474
Note-9p.
Journal Cit-Reporting on Reading; v5 n2 Entire Issue Mar 1979
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Organization, Elementary Secondary Education, *Grouping Procedures, Individualized Instruction, *Management Systems, *Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills, *Teaching Methods
Identifiers-Right to Read

Focusing on class organization, this publication reports on ideas that might improve reading skills by providing better opportunities for all children. The various articles deal with the use of reading consultants in classrooms as an alternative to ``pull-out'' reading programs, flexible grouping for individualized instruction, and reading management systems. (FL)

ED 169 484 CS 004 740

Rigg, Pat
Effective Training for Change: An ABE Workshop.
Pub Date- 75
Note-21p.; Report prepared at the State University of New York at Albany
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, *Adult Reading Programs, *Basic Skills, *Correctional Education, Literacy Classes, *Teacher Education, Teacher Improvement, *Teacher Workshops, *Teaching Techniques

This paper presents the organization and content of a two-week workshop designed for teachers of adult illiterates in New York State prisons. It explains why the ``backwards'' organization of practice to theory, rather than theory to practice, worked. It includes many specific teaching techniques for adult inmates who are becoming literate, including sustained silent reading, retelling, language experience, selective deletion, and prediction. It also evaluates the strengths and weaknesses of the workshop. (Author/TJ)

ED 169 485 CS 004 741

Low, Anni

The Soft Start of the Danish Schools: Learning to Read Slowly.

Pub Date-Jan 79
Note-11p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (46th, Claremont, California, January 19-20, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Foreign Countries, Parent Reaction, Primary Education, *Public Opinion, *Reading Achievement, *Reading Instruction, Reading Research, Test Interpretation
Identifiers-*Denmark

Although a recent study shows that school children in Denmark are acquiring initial reading proficiencies at a slower pace than in previous years, that there were more very good readers and more very poor readers in 1972-73 than in 1966, that the average reading performance was lower in 1972-73 than in 1966, and that children in 1972-73 read more slowly than those in 1966, neither Danish parents nor educators have voiced much concern about it. They point out as reasons for poorer test scores that a greater variety of approaches in the teaching of reading are being used, that less time is spent on the traditional ``spelling out'' instructional approach, that the number of instructional hours allocated to reading has been reduced, and that the increase in working mothers means children get less help with their homework. The public attitude is one of, ``the start is slow, but they will catch up.'' Americans could learn from the Danish experience and reaction that it might be wise to delay formal reading instruction to age seven and not to be tyrannized by reading scores. (TJ)

ED 169 486 CS 004 743

Barnes, Carol P.

Questioning Strategies to Develop Critical Thinking Skills.

Pub Date-Jan 79

Note-13p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (46th, Claremont, California, January 19-20, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, *Critical Thinking, Elementary Secondary Education, Higher Education, *Questioning Techniques, *Teaching Techniques

Major research on questioning has focused on the numbers and types of questions asked by teachers, the effects of teachers' questions on students, the questioning process, questioning as used in textbooks, and the questioning pattern (what the teacher does immediately after asking a question). Teachers who have few skills to utilize questioning strategies tend to use teachers' guides which are generally of little help because they have no planned sequence of questioning and they are too cumbersome. In order to use questioning more effectively, teachers need to learn to use a basic questioning classification system. After learning such a system, teachers need to consider the questioning sequence, asking questions to establish the facts first, then asking questions to elicit convergent thinking, and finally asking questions that obtain divergent or evaluative thought. (A table of categories of questions is included as is a questioning framework providing samples for each category.) (TJ)

ED 169 487 CS 004 744

Durio, Helen F.

Flexible Use of the Imaginal Coding System and Creative Aptitude.

Pub Date-Aug 78
Note-28p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 1978); Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Processes, *Creative Thinking, *Creativity, *Creativity Research, *Divergent Thinking, Higher Education, Mediation Theory, Memory, Recall (Psychological), Visualization

Eighty-nine college students with varying levels of divergent thinking aptitude participated in a study focusing on the processing of concrete and abstract stimuli. The subjects were administered three divergent thinking instruments. Their processing of concrete and abstract stimuli was studied in two separate free-response tasks. It was hypothesized that free-response tasks would reveal shifts in abstraction level toward more concreteness of overt free associations to an abstract stimulus, along with self-reports of greater imagery mediation, on the part of subjects with higher divergent thinking aptitude. The results supported the hypothesis, suggesting greater flexibility between imaginal and verbal coding systems in high divergent thinking persons than in less divergent thinking persons. (Author/FL)

ED 169 488 CS 004 745

Rigg, Pat Taylor, Liz

Measures of Comprehension.

Pub Date-78

Note-15p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cloze Procedure, Elementary Education, *Measurement Techniques, Memory, *Reading Comprehension, *Reading Diagnosis, Reading Research, Recall (Psychological), Retention

To determine whether comprehension as measured by retelling relates to comprehension as measured by cloze and whether comprehension as measured by retelling changes as retelling is manipulated, a study involving 40 fifth grade students was undertaken. The students were ranked according to their scores on a standardized comprehension test and then randomly assigned to four groups. All groups were given 30 minutes to silently read a story of approximately 2,300 words and all were told that they would be asked to write about the story in a week. Two of the groups were told that they would be asked to tell about the story immediately after reading it; the other two groups were told that they would be asked to tell about the story one week later. After a week, all groups were administered a cloze test. The results indicated that the number of retellings did not influence scores on the cloze test, nor was there a difference in the cloze scores if the retelling was immediate or delayed. Retelling immediately after reading, however, did positively affect the scores of retelling one week later. (FL)

ED 169 489 CS 004 750

Munro, Allen And Others

On the Psychological Reality of Text Types. Technical Report No. 91, July 1, 1978 through February 28, 1979.

University of Southern California, Los Angeles. Behavioral Technology Labs.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Feb 79

Contract-N00014-77-C-0328

Note-49p.; Appendix may not reproduce well due to small type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Discourse Analysis, Higher Education, Memory, Reading Materials, Reading Research, *Recall (Psychological), *Typology

Two experiments were conducted to establish the psychological validity of the text type distinction. In the first, 20 college students sorted 12 texts on the basis of their similarities. The resultant sortings were subjected to a clustering analysis. Despite the fact that other bases for grouping texts existed a number of pairs of semantically related texts of different types were included text type emerged as a powerful determiner of group membership. In the second experiment, 13 students listened to recorded texts and then tried to recall them. As was predicted, text type had a significant effect on recall, with stories being recalled more fully than were instructions or definitions. (Three sample texts used in the experiments, together with their text structures and semantic representations, are contained in an appendix.) (Author/FL)

ED 169 490 CS 004 751

Tompkins, Caroline

The Effects of Socioeconomic Differences on First Grade Children's Expectations of and Attitudes toward Reading.

Pub Date-Apr 79

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading, Grade 1, Primary Education, Reading Failure, Reading Instruction, Reading Research, *Self Concept, *Socioeconomic Influences, *Student Attitudes

Identifiers-*Reading Attitudes

Thirty-one first grade students from four schools participated in an investigation of the attitudes toward beginning reading held by children from different socioeconomic backgrounds. Two of the schools were in inner-city, predominantly low-income, minority areas; one was in a middle-income area with approximately 27% minority enrollment, and one was in an upper-income area with less than 10% minority enrollment. Each child was interviewed individually three times during the school year. The interview questions focused on the child's own ideas and views with regard to learning to read. The results indicated that the students' self-concepts as readers generally paralleled the variations in economic levels of the school communities. In addition, the children's sense of being able to learn to read by themselves was associated with their self-concepts as readers and with the school economic level. It also appeared that the children's views of the difficulty of learning to read

and fun'' of it were not necessarily tied to their feeling of success or competence in reading. (FL)

ED 169 491 CS 004 752

Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IA Summary.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date-Jan 79
Note-49p.; For related document, see CS 004 753
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Collection, Elementary Education, *Reading Achievement, *Reading Improvement, *Reading Programs, Reading Research, *Reading Skills, *Student Evaluation
Identifiers-District of Columbia

This document, prepared by the Evaluation System of the Public Schools of the District of Columbia, summarizes the results of analyses of factors affecting reading achievement for elementary students for the year 1976-77. It also provides comparisons with results obtained from analyses of the 1975-76 data. It includes the purpose and scope of the study, including objectives, data collection and data, limitations, and definitions; some benchmark characteristics of classes and reading programs including percentage of pretest and posttest reading objectives mastered, number of levels of prescriptive reading tests used in classes, class size, average absences of students, class holding rate, percentages of males and females, and types of reading programs; factors affecting the achievement of reading in classes; factors affecting interest in reading in classes; initial evaluation of selected types of reading programs; and conclusions, including reading achievement and testing, interest in reading, and evaluation of selected types of reading programs. Appended are replicas of the classroom/student background form and of the reading program form. (TJ)

ED 169 492　　　　　　　　　　　　　　　　　　　　CS 004 753

Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IIA Technical Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date-Mar 79

Note-203p.; For related document, see CS 004 752; A number of pages in the appendixes may not reproduce well due to small or light type

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Data Collection, Elementary Education, Program Evaluation, *Reading Achievement, *Reading Improvement, *Reading Programs, Reading Research, *Reading Skills, *Student Evaluation

Identifiers-District of Columbia

This document, prepared by the Evaluation System of the Public Schools of the District of Columbia, is the technical report of the results of analyses of factors affecting reading achievement for elementary students for the year 1976-77. The chapters include a discussion of the purpose and scope of the study; the methodology used; characteristics of the 1976-77 classes; results based on regression analyses, evaluations of reading programs in each grade level; and conclusions concerning reading achievement and testing, interest in reading, and evaluation of selected types of reading programs. Included are replicas of the classroom/student background form and the reading program form. (TJ)

ED 169 493 CS 004 754

Knafle, June D. And Others

Children's Production of Plurals: The Influence of Print.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Language, Grade 1, Kindergarten Children, *Language Development, Language Processing, *Language Skills, *Plurals, Primary Education, *Reading Processes, Reading Research

Identifiers-*Oral Language

To investigate whether the viewing of printed words influences children's ability to produce plural forms, 120 kindergarten and first grade children were tested individually on 36 items consisting of real words and nonsense syllables that represented three categories: words that required pronouncing the s'' sound as the natural oral plural; words that required pronouncing the z'' sound as the natural oral plural; and words that could be pronounced with z'' or s,'' but where z'' was the correct and expected plural. Three groups participated in each grade level; a teaching group, a no-teaching group, and a control group. The results indicated that first grade children made more correct responses and fewer nonplural responses than did the kindergarten children. Among the kindergarten children there was a substantial amount of variation concerning correct responses and nonplural responses, and for some, print seemed to take precedence over their natural language patterns in forming plurals. In addition, some of the kindergarten children read the words with no plural sounds, even though they used plural forms in their oral speech. (MAI)

ED 169 494 CS 004 756

Juel, Connie

Comparison of Word Identification Strategies with Varying Context, Word Type, and Reader Skill.

Pub Date-Apr 79
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Concept Formation, Content Reading, *Context Clues, Grade 2, Grade 3, Primary Education, *Reading Ability, Reading Achievement, Reading Habits, *Reading Processes, *Reading Research, Reading Skills, *Word Recognition

A study was undertaken to investigate the extent to which reading by students with varying skill levels is a text-driven or a concept-driven process; that is, it examined the conditions under which readers used context to identify words. The 72 second and third grade students in the study read target words that varied in decodability, frequency, and number of syllables in conditions of isolation, poor context, and moderate context. Subject factors were grade, sex, and reading ability. In general, the data indicated that good readers are predominantly text-driven, while poor readers are concept-driven and average readers fluctuate between text and concept. (Author/RL)

ED 169 495 CS 004 757

Sakiey, Elizabeth

The Commonest Syllables.

Pub Date-78

Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978); Not available in hard copy due to marginal legibility of original

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computational Linguistics, Decoding (Reading), Higher Education, *Language Research, Reading Instruction, Spelling, Spelling Instruction, Structural Analysis, *Structural Linguistics, *Syllables, Word Frequency, Word Recognition

To ascertain what the most common or basic syllables were, 5,000 of the most frequent words (derived from the American Heritage List) were syllabicated graphemically. In the resulting computer assembled inventory, 3,402 separate or distinct syllables had frequencies of occurrence ranging from 1 to 230. Monosyllabic and two-syllable words each accounted for 40% of the 5,000 commonest words. Three-syllable words comprised 15% of the list; four-syllable words, 4%; five-syllable words, less than 1%; and six-syllable words were extremely rare. From this analysis, an alphabetical list of the top 10% of the syllables was developed. This knowledge should aid in the preparation of curriculum materials especially for reading and spelling instruction and serve as a data base for linguistic and educational research. (Author/RL)

ED 169 496 CS 004 759

Scott, Kathryn P.

Effects of Sexist vs. Non-Sexist Reading Materials on Children's Preferences, Sex Role Attitudes, and Comprehension.

Pub Date-78

Note-12p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Language Attitudes, Language Usage, *Reading Comprehension, *Reading Interests, *Reading Materials, Reading Material Selection, *Reading Research, Sex Fairness, Sex Role, *Sex Stereotypes, *Student Attitudes, Textbook Bias, Textbook Content, Textbook Evaluation

Recent research investigating the effects of sexism in elementary school textbooks on readers is reviewed to determine children's responses in terms of reading preferences, sex-role attitudes and behaviors, and comprehension abilities. The degree of sexism in textbooks was determined by the proportion of female main characters, the presentation of men and women in diverse familial, personality, and work roles, and the use of neutral or sex-specific terminology or masculine generic terminology. Research results indicated the following: students' interest in reading material does not seem to be decreased and may be enhanced by using more interesting stories about females; children exposed to nonsexist material have more flexible attitudes about role behavior that may be appropriate for both sexes, and actually may engage in those behaviors more frequently; and students' comprehension of reading material is increased with the use of sex-neutral or sex-specific terminology. Further research is suggested to determine the impact of male nontraditional role models on boys' and girls' reading interests and their sex-role attitudes, and to determine which factors contribute to increased comprehension of reading material with nontraditional main characters. (DF)

ED 169 497 CS 004 760

Boettcher, Judith A.
A Case Study of Word Assignation Strategies of Skilled Adult Readers.

Pub Date-Dec 78
Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Context Clues, Decoding (Reading), Postsecondary Education, *Reading Comprehension, Reading Habits, Reading Research, *Recall (Psychological), *Semantics, Structural Analysis, Syntax, Verbal Learning, *Word Recognition, *Word Study Skills

When two adults read eleven paragraphs, assigned a meaning to the target word in each paragrah, and answered questions about their strategies for dealing with the difficult/unknown words, they exhibited four strategies, outside of actual definition, that skilled readers use to deal with such words. The most often used strategy is paragraph restatement, essentially an avoidance strategy, by which the reader exhibits an understanding of the passage without a distinct understanding of the word. The second strategy, syntactic analysis, is an expressed utilization of the grammatical position of the word in the sentence without necessarily being semantically correct. The third approach, visual or auditory word part analysis, is a more advanced approach in which the reader deals with the word as a unit rather than as an embedded part of a sentence. The fourth strategy, recall, may represent an important stage in the development of word meaning; this approach indicates a familiarity with the word, but only through a problematical storage in memory (such as remembering the word in a specific context, as a memorized poem) instead of as an individual word. Follow-up studies also indicate a general movement of the words in subsequent encounters from paragraph restatement to the other categories that require more awareness of individual words. (RL)

ED 169 498 CS 004 762

Bhola, H. S., Ed.
Evaluating Functional Literacy.
International Inst. for Adult Literacy Methods, Teheran (Iran).
Pub Date-79
Note-177p.; Part of the "Literacy in Development: A Series of Training Monographs"
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Basic Education, Evaluation Criteria, *Evaluation Methods, Foreign Countries, *Functional Illiteracy, *Literacy Education, Models, *Program Evaluation

Written primarily for use in training, this monograph is addressed to the middle-level evaluation worker in literacy projects and programs. The 12 chapters deal with the following topics: evaluation as a link in the "ideology to technology" chain, evaluation models and approaches, the situation-specific strategy model of evaluation, making evaluation operational in functional literacy programs, the classical protocols in the measurement of change, some rediscovered protocols in the measurement of change, implementation data for management and evaluation, special evaluation tasks for functional literacy workers, inspecting and analyzing data, evaluation design, and interpreting evaluation results for decision making. A selected annotated bibliography and a glossary of terms are appended. (FL)

ED 169 499 CS 004 763

Title I in Ohio, Fiscal 1978. Thirteenth Annual Evaluation, Title I, Elementary and Secondary Education Act.

Ohio State Dept. of Education, Columbus.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-20p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Compensatory Education Programs, *Disadvantaged Youth, Elementary Education, Mathematics Instruction, Parent Participation, Preschool Education, *Reading Instruction, *Remedial Reading
Identifiers-*Elementary Secondary Education Act Title I, Ohio

The thirteenth annual report of activities provided in Ohio through Title I of the Elementary and Secondary Education Act, this summary includes information on the following: basic statistics for fiscal 1978 (the 1977-1978 school year and the summer that followed); participation trends arranged according to instructional areas; grade ranges of student participants; instructional impact in reading, mathematics, and preschool education; expenditure and staffing patterns; inservice education of staff members; parent involvement through advisory councils and classroom visits; trends for the years 1974 through 1978; and samples of administrator, classroom teacher, parent, Title I teacher, and student comments. Charts and graphs illustrate significant aspects of the report, and photographs of children and teachers in Title I programs are included. (MAI)

ED 169 500 CS 004 765

Butkovsky, Irwin S. Willows, Dale M.

Learned Helplessness in Children with Reading Difficulties.

Pub Date-Apr 79

Note-61p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Affective Behavior, *Attribution Theory, Cognitive Processes, Elementary Education, Failure Factors, *Motivation, Performance Factors, Reading Ability, *Reading Difficulty, Reading Research, *Self Concept, Success Factors

Employing a cognitive/motivational analysis, a study was undertaken to determine some specific self-perceptions that might contribute to motivational and performance deficits observed in children with reading difficulties. A total of 72 children of relatively good, average, and poor reading ability were assessed on tasks in which success and failure were manipulated. Consistent with predictions, poor readers displayed characteristics indicative of learned helplessness and low self-concepts of ability. These included significantly lower initial estimates of success, less persistence, attribution of failures to lack of ability and successes to factors beyond personal control, and greater decrements in expectancy of success following failure. (Author/FL)

ED 169 501 CS 004 768

Report of the Mighty Moose Reading Project, 1977-1978.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Jan 79
Note-72p.; Prepared by the Northland School Division
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, Beginning Reading, *Canada Natives, *Cree, *English (Second Language), Foreign Countries, Instructional Materials, Language Development, Language Skills, Native Speakers, Non English Speaking, Primary Education, Reading Achievement, *Reading Programs, Reading Skills, Self Concept, *Supplementary Reading Materials, Teacher Improvement
Identifiers-*Alberta

To assist Cree-speaking native Canadian students in English language acquisition, the Mighty Moose Reading Project was initiated with a threefold aim: to develop program materials designed specifically as supplementary beginning reading materials for native students; to determine the effectiveness of the materials in improving reading skills, oral language skills, and self-concept of students; and to improve teacher competency. A group of 610 second and third grade students were studied using ten cartoon adventure stories about a magical moose presented on a color filmstrip accompanied by Cree and English language audio cassettes. Test results indicated that the materials improved neither expressive vocabulary nor reading achievement, although subjective reports from teachers indicated student improvement in oral language, writing skills, self-concept, reading interest, and creative writing ability, and success with low-achieving students. It is suggested that the limited duration and intensity of exposure to the program rather than serious program defects may be responsible for the negative test results. (Appendixes present a teacher questionnaire and a sample booklet and teacher guide.) (DF)

ED 169 502 CS 004 769

Reading Comprehension. Bulletin No. 9511.

Wisconsin State Dept. of Public Instruction, Madison
Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date- 78
Grant-OEG-0-73-2893
Note-44p.; Several figures may reproduce poorly due to very small type
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Concept Formation, Conceptual Schemes, Content Reading, *Context Clues, Elementary Secondary Education, *Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Skills, Sentences, Sentence Structure, Teaching Techniques, *Word Recognition, Written Language

The intent of this publication is to provide an opportunity for educators to consider reading comprehension as dependent, at least in part, on specific features of written language. Chapter 1 discusses a theoretical framework for thinking, problem solving, and reading comprehension. Chapter 2 deals with teaching word-level comprehension, presenting a nine-level taxonomy of word-level relationships and techniques for teaching words at each level. Chapter 3 offers ideas about sentence comprehension for reading teachers to consider. Chapter 4 deals with the comprehension of passages by asking readers to consider three questions and their possible answers ''Comprehension of what, for what purpose, and how much is required?'' (RL)

ED 169 503 CS 004 770

Easton, John Q. And Others

Relationship among Student Time on Task, Orientation of Teachers, and Instructional Grouping in Elementary Reading Classes.

Pub Date-Apr 79

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention, Economic Disadvantagement, *Economic Factors, Elementary Education, *Group Instruction, *Reading Achievement, *Reading Instruction, Reading Research, *Student Participation, *Teacher Behavior, Time Factors (Learning)

A study of 74 elementary classrooms in Chicago was undertaken to see how the management and organization of instruction impinge on student involvement during reading instruction. The objectives were to determine whether student attention was higher when the teacher directed instruction to the entire room than when the teacher directed instruction to a group of students within the room, if there was a difference in student attention when there was one instructional group or more than one in a classroom, and the relationship between student involvement and various school level characteristics, including scores on standardized reading tests and the percent of students from poverty-level families. It was found that the average percent of students not involved in instruction was much greater in classrooms where the teacher was oriented to a group, that involvement was lower in classrooms when there were two or more groups than when there was only one, that student involvement is significantly related to reading achievement, and that poverty is correlated to the percent of students not involved in instruction. (TJ)

ED 169 504 CS 004 771

Williams, Joanne

A Study to Determine the Reading Levels of the Math Texts in Grades 1 through 6 Published by Holt, Reinhart and Winston, Scott, Foresman and Field Education Publishers.

Pub Date-May 79
Note-15p.; M.A. Thesis, Kean College of New Jersey
Pub Type- Reports - Research (143) - Dissertations/Thesis (040)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Mathematics Materials, Performance Factors, *Readability, Readability Formulas, Reading Comprehension, *Reading Level, *Textbook Research, *Textbooks

The Fry Graph for Estimating Readability (Extended) and George Magginnis' formula for passages shorter than 100 words were used in an investigation of the reading levels of 18 mathematics textbooks produced for grades one through six by three major publishers. The results indicated that the readability levels of the textbooks were inaccurate. Few books were appropriate for the average child and few were for the slow or low-achieving child. None of the third grade books and only one fifth grade book were on level. Two other fifth grade books had seventh grade readability levels. (FL)

ED 169 505 CS 004 772

Messina, Linda E.

The Relationship of the Expressed Reading Interests of Fourth Grade Students to Their Free Selection Library Book Choices.

Pub Date-May 79
Note-28p.; M.A. Thesis, Kean College of New Jersey
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, Grade 4, Reading Instruction, *Reading Interests, *Reading Material Selection, Reading Research, *Recreational Reading

To determine the relationship of the expressed reading interests of fourth grade students to their free selection library book choices, 12 boys and 9 girls were administered an interest category inventory and recorded their free selection choices on a special record sheet. Analysis of the data revealed a moderately positive correlation between free choice selections and expressed reading interests. (Author/FL)

ED 169 506 CS 004 773

Filangieri, Jerry S.

A Survey on Reading as a Highly Masculine or Highly Feminine Activity.

Pub Date-Apr 79
Note-18p.; Master's Thesis in Reading Specialization, Kean College of New Jersey
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, *Females, *Males, *Parent Influence, *Reading, Reading Research, Secondary Education, Sex Differences, *Teacher Attitudes
Identifiers-*Reading Attitudes

Questionnaires based on those developed by Albert J. Mazurkiewicz for his 1960 study were used in a survey to determine the attitudes of fathers and sons, mothers and daughters, and male and female teachers toward reading as a masculine or feminine activity and to determine if attitudes have changed since the earlier study. A total of 133 seventh grade students, 25 of their parents, and 25 teachers completed the questionnaires. The results showed that 66% of the fathers and 65% of the sons regarded reading as a mostly feminine activity, while 100% of the mothers and 92% of the daughters also regarded reading as a feminine activity. Of the teachers, 100% of the males regarded reading as a masculine activity and 100% of the females regarded it as a feminine activity. The findings indicate that children do have definite attitudes towards reading and that their attitudes reflect those of their parents. The findings do not differ materially from those of Mazurkiewicz's earlier study. (The Parent/Teacher questionnaire is appended.) (FL)

ED 169 507 CS 004 774

Pellicano, Stephanie

The Relation of SAT Scores to Birth Order and Number of Siblings.

Pub Date-May 79
Note-21p.; M A. Thesis, Kean College of New Jersey
Pub Type- Dissertations/Thesis (040) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aptitude, *Birth Order, *Correlation, Educational Research, Family (Sociological Unit), *Family Environment, High School Students, Individual Characteristics, Scores, Secondary Education, Seniors, *Verbal Ability, Verbal Tests
Identifiers-*Family Size, Scholastic Aptitude Test

The purpose of this study was to determine if verbal scores on the Scholastic Aptitude Test'' (SAT) were related to student birth order and number of siblings in the family. The SAT scores of 71 randomly chosen students of the 1978 graduating class of a suburban high school were classified by family size and class rank of student. Each group of scores was then compared to the other groups to determine the relationship of the SAT score to family size and birth order. The results appear to support the hypothesis that there is no significant difference in the SAT scores across the groups. These findings would seem to indicate that hope for higher SAT scores by 1980 due to decreases in family size is unwarranted. (Author/RL)

ED 169 508 CS 004 775

Polk, Jacqueline K.

A Comparison of the Readability of Materials Commonly Used by Adults with the Average Adult Reading Level in the United States.

Pub Date-May 79

Note-23p.; M.A. Thesis, Kean College of New Jersey

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Literacy, Adults, *Readability, Reading Difficulty, Reading Level, Reading Materials, Reading Research, *Reading Skills

Samples of government publications, legal documents, newspapers, paperback novels, and instruction manuals were among the items used in a study to determine the degree to which the readability levels of materials used by adults reflect an awareness of and adjustment to the average reading ability of the adult population. The readability levels of the items selected were determined using the Fry Readability Graph. When compared to the average reading ability of adults, it was found that materials in the leisure reading and news media categories showed definite consideration of readership ability. However, the data also indicated that in the areas of political, legal, and consumer economics materials, the readability levels of the sampled items far surpassed the average adult's level of reading skills. (Author/FL)

ED 169 509 CS 004 776

Skobo, Kathleen Ward

Will Primary Grade Title I Students Demonstrate Greater Achievement in Reading With the Use of Audio-Visual Aids Than Those Who Haven't Utilized the Same Media?

Pub Date-Apr 79

Note-25p.; M.A. Thesis, Kean College of New Jersey

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids, Developmental Reading, Language Skills, Primary Education, *Reading Achievement, Reading Comprehension, Reading Difficulty, *Reading Instruction, Reading Research, *Reading Skills, *Remedial Reading, Vocabulary Development

Forty-two first, second, and third grade students participated in a 15-week study to determine the effects of audiovisual aids on reading achievement. The students were pretested and posttested using the Comprehensive Test of Basic Skills. Each group received 40 minutes of small group and individual instruction each day. The experimental group worked with audiovisual aids as a follow-up to teacher instruction. The audiovisual aids used were the System 80 machine, the Voxcom Audible Graphic System, and the tape recorder. The System 80 machine reinforced language skills, letter and sound recognition, sight vocabulary, spelling skills, and reading in context. The Voxcom System was used as a language master to enhance vocabulary and sight word development. The tape recorder and teacher-made tapes were used to aid in the development of listening skills and comprehension. Filmstrips and accompanying cassettes were employed to assist in the development of perception, word attack, and sequencing skills. Filmstrips and tapes of well-known children's books were also used to build an appreciation for reading and to promote creative writing. The results indicated that the use of audiovisual aids did not produce significant gains in reading achievement. (Author/FL)

ED 169 510 CS 004 777

Montferrante, Esther Reese

Do the Effects of Testwiseness Relate More to the Achievement of Remedial, Developmental, or Advanced Readers?

Pub Date-May 79

Note-24p.; M.A. Thesis, Kean College of New Jersey

Pub Type- Reports - Research (143) - Dissertations/Thesis (040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Elementary School Students, Grade 6, *Problem Solving, *Reading Ability, *Reading Instruction, Reading Research, Reading Skills, Study Skills, *Test Wiseness

This study investigated the effects of instruction and practice in test-taking techniques upon the standardized reading scores of 7 remedial, 19 developmental, and 9 advanced reading students in the sixth grade. The Nelson Reading Test (Revised Edition), Form A'' served as a pretest. Both constructed and commercial materials were used to instruct the students for 20 25-minute periods. At the end of four weeks, The Nelson Reading Test (Revised Edition), Form B'' was administered. The data indicated that the improvement in standardized reading test scores for the remedial, developmental, and advanced readers was not statistically different. The study does provide evidence, however, that all groups did benefit from testwiseness instruction. (Author/RL)

ED 169 511 CS 004 779

Keck, Marie M.

Critical Reading and Thinking Skills in Programs for the Gifted Child.

Pub Date-May 79
Note-13p.; M.A. Thesis, Kean College of New Jersey
Pub Type- Reports - Research (143) - Dissertations/Thesis (040)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Critical Reading, Critical Thinking, Curriculum Design, Curriculum Development, *Curriculum Planning, *Curriculum Research, Educational Needs, Elementary Secondary Education, *Gifted, *Reading Programs

When 60 reading specialists were asked to evaluate the reading programs for the gifted in their schools, most of the 20 people who responded indicated that their school districts had programs for the gifted, but that these programs were just beginning. The respondents, most of whom taught remedial reading rather than reading for the gifted, indicated that the following factors were important in a reading program for the gifted: a large percentage of time must be spent developing critical reading and thinking skills, diversified materials should be presented to the students and higher cognitive questioning should be implemented, and the gifted child should be encouraged to express ideas without fear of being criticized. (RL)

ED 169 512 CS 004 780

Quinn, Ina-Sue

A Comparison of the Readability Levels of Selected Books in the Nancy Drew, Hardy Boys, and Little House'' Series.

Pub Date-Apr 79

Note-16p.; M.A. Thesis, Kean College of New Jersey

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childrens Literature, Elementary Education, *Readability, *Readability Formulas, Reading Research, *Recreational Reading

Edward Fry's Graph for Estimating Readability (Extended) was used to determine the approximate readability levels of books within the Nancy Drew, Hardy Boys, and Little House'' series. The findings indicated that the levels of readability did not remain the same throughout each series, with the Nancy Drew series ranging in reading levels from fourth through seventh grades and the Hardy Boys and Little House'' series ranging from fourth through sixth grade reading levels. (FL)

ED 169 513 CS 004 781

Sposato, Susan E.

A Comparison of Oral Reading and Silent Reading on a Standardized Reading Achievement Test.

Pub Date-May 79
Note-11p.; M.A. Thesis, Kean College of New Jersey
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Elementary School Students, Grade 2, Intermode Differences, *Oral Reading, Primary Education, Reading Ability, *Reading Comprehension, Reading Research, Reading Skills, *Reading Tests, *Response Style (Tests), *Silent Reading

The purpose of this study was to determine if the comprehension of 33 second grade students on a standardized test is the same whether the test is read silently or orally. The students silently read Level B, Form 1 of the Gates MacGinitie Reading Test''; during the month that followed, individual students read Level B, Form 2, of the test orally, carefully following all directions. Results of the study show no significant differences between the two tests; several children did score higher on one form or the other, but as a group the results were essentially the same. (Author/RL)

ED 169 514 CS 004 782

Johnson, Mary Ann C.

Effect of Storytime Reading While Listening on First Grade Reading Achievement.

Pub Date-Apr 79

Note-34p.; M.A. Thesis, Kean College of New Jersey ; Best copy available

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Aids, Beginning Reading, Grade 1, *Listening, Primary Education, *Reading Achievement, *Reading Improvement, Reading Instruction, Reading Research, *Story Reading

Identifiers-*Reading While Listening

Eighteen first grade students participated in a study to determine if reading achievement would be significantly higher for children who experienced reading-while-listening to children's literature as an enrichment activity than for children who did not have a similar experience. The children were divided into two treatment groups of equal size. Members of the experimental group were provided with books so that they could follow along as the teacher read to them during the daily storytime activity. Members of the control group watched and listened through earphones to a sound filmstrip of a book, but did not see the printed text. After several days, the groups were reversed. The same materials were used, but the control group merely listened to the teacher and did not follow along in books. The children were then interviewed individually about their concepts of reading and were administered a standardized reading test. The results showed that reading-while-listening as an enrichment activity had no significant effect on first grade reading achievement. (FL)

ED 169 515 CS 004 783

Pennock, Clifford, Ed.

Reading Comprehension at Four Linguistic Levels.

International Reading Association, Newark, Del.

Pub Date-79

Note-114p.; A number of pages may reproduce poorly due to small type

Available from-International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 487, $3.50 member, $5.50 non-member)

Pub Type- Books (010) - Collected Works - General (020) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advance Organizers, Content Reading, Directed Reading Activity, Discourse Analysis, Elementary Education, Humor, *Linguistics, Motivation Techniques, Questioning Techniques, *Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Research, Reading Skills, Retention, Semantics, Syntax, *Teaching Techniques

Focusing on reading comprehension instruction at the word, sentence, paragraph, and larger unit levels, the articles in this volume were drawn from a variety of sources. The three articles in the first section deal with theoretical bases and conceptual concerns. Specific topics covered include the argument for a discourse analysis model, the effect of motivation on attitude and comprehension, and the effects of humorous literary content on immediate and delayed comprehension. The second section includes nine articles that deal with practical suggestions for improving comprehension instruction. The areas covered are word meaning and sentence meaning skills, reciprocal questioning, the effect of advance organizers on main idea comprehension, reciprocal questioning and the directed reading lesson, a comprehension-centered reading program, using content materials for improving comprehension skills, techniques for the improvement of questioning, and ''radio'' reading. (FL)

ED 169 516 CS 004 784

Sakiey, Elizabeth Fry, Edward
3000 Instant Words.
Pub Date-79
Note-72p.
Available from-DREIER Educational Systems, 25 South Fifth Avenue, Highland Park, New Jersey 08904 ($4.95 paper)
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Reference Materials - Vocabularies/Classifications (134)
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education, Reading Diagnosis, *Reading Instruction, Reading Level, Reading Skills, Spelling Instruction, *Word Frequency, *Word Recognition, Word Study Skills

This book presents the 3,000 most frequently used words in rank and alphabetical orders. The words were derived from the American Heritage word list of the approximately 87,000 most frequent words in a count of 5 million running words sampled from a variety of elementary and secondary level curriculum materials, magazines, and books. The book notes that the first 100 words and their common variants (-s, -ing, -ed) make up 50% of all written material, while the first 300 words make up 65% of the written material encountered through junior high school. Also included in the book are reading lessons, vocabulary tests, spelling lessons, and two forms of a diagnostic test for placing students or measuring their progress in conjunction with the 3,000 Instant Words list. (RL)

ED 169 517 CS 004 785

Parents are Reading Teachers Too!

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date- 76

Note-40p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading, Concept Formation, Early Childhood Education, *Early Experience, Language Development, *Learning Activities, Listening Skills, Parent Child Relationship, *Parent Participation, Physical Development, Prereading Experience, Preschool Children, Preschool Education, *Reading Games, *Reading Readiness

Designed to assist the parent in providing language learning opportunities to children at home from infancy through first grade, this practically oriented guidebook includes activities for early childhood to develop sensory awareness and to encourage directed play, investigation, and exploration. Exercises are designed to develop physical abilities, to stimulate imagination, and to encourage the child in discovering the world, learning to listen and to see, building language, and developing concepts. For the child in kindergarten there are helps in developing maturity, and for the first grade child a family reading plan is outlined. Also included is a selective bibliography of children's books and magazines and books for parents and teachers. (DF)

ED 169 518 CS 004 786

Owoc, Paul, Ed.

Teaching Adults to Read.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-300-78-0474
Note-10p.
Journal Cit-Reporting on Reading; v5 n3 Entire Issue Apr 1979
Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, *Adult Literacy, Adult Reading Programs, Educational Legislation, *Literacy Education, Program Content, *Program Development, *Reading Instruction, *Teaching Techniques

Identifiers-Right to Read

Focusing on what is being done to help adult nonreaders or poor readers, this publication offers suggestions for ways educators might keep informed about literacy efforts and teaching techniques. It contains reports on current efforts by governmental and private agencies to eliminate adult illiteracy, successful features of various literacy programs across the United States, and the changing view of literacy. It also contains a list of materials dealing with the state of adult literacy education in the United States. (FL)

ED 169 519 CS 004 787

Proceedings of the Great Literacy Crisis Symposium, San Diego State University, October 2, 1978.

San Diego State Univ., Calif.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-2 Oct 78
Note-53p.; Sponsored in part by the California Council for the Humanities in Public Policy
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Literacy, *Educational Problems, Educational Trends, *Literacy, *Literacy Education, Mass Media, *Public Opinion, *Public Policy, Test Validity

The ``Great Literacy Crisis'' Symposium was convened at San Diego State University to ascertain what scholarship reveals about literacy and whether that scholarship influences the public's perception of the issue. Topics discussed included the following: the effect of the literacy crisis on the professions; the reality or illusory nature of the literacy crisis; the informative value of literacy test scores; and the effect of public ideas about literacy on the making of public policy. The following questions were also addressed: how literacy is defined; how the medium of literacy is defined; how literacy is measured; the effects of the literacy crisis on public policy; the effects of the crisis on people's lives; the involvement of the media with these issues; whether the crisis is real; if it is real, how it is to be handled; if it is not real, how this fact can be made known; and the role of humanists in this area. (The conference materials provided to participants are included in the appendix.) (DF)

ED 169 520 CS 004 788

Canney, George Winograd, Peter

Schemata for Reading and Reading Comprehension Performance. Technical Report No. 120.

Bolt, Beranek and Newman, Inc., Cambridge, [illegible]s.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-400-76-0116

Note-99p.

Pub Type- Reports - Research (143) - Information Analysis (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Beginning Reading, Cognitive Processes, Educational Theories, Elementary Education, *Performance Factors, Questionnaires, *Reading Comprehension, Reading Difficulty, *Reading Processes, Reading Research, *Reading Skills, Research Methodology, Syntax

Identifiers-*Center for the Study of Reading (Illinois), *Reading Attitudes, Schemata

Advancing the thesis that a student develops a schema for reading in the same manner as schemata for other classes of things, events, and situations are developed, this paper contends that knowledge of "what reading is" should have a potent influence on how and when a person utilizes reading skills and strategies to extract information from text. It describes how a student's schema for reading might develop and how an inappropriate schema for reading may be one factor contributing to ineffective reading comprehension performance. Next, it presents data consistent with this position along with a brief summary of other factors that affect reading comprehension performance. Some data gathered in pilot research are also discussed, together with an explanation of an improved methodology for assessing students' schemata for reading. Finally, the paper suggests some directions for future research and how this research might affect education. (Appendixes contain copies of questionnaires and passages used in the pilot study and tables of data.) (Author)

ED 169 521 CS 004 789

Pearson, P. David And Others

The Effect of Background Knowledge on Young Children's Comprehension of Explicit and Implicit Information. Technical Report No. 116.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Contract-400-76-0116

Note-26p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes, Conceptual Schemes, Cues, Educational Theories, Grade 2, *Knowledge Level, Primary Education, *Reading Comprehension, *Reading Materials, *Reading Processes, Reading Research

Identifiers-*Center for the Study of Reading (Illinois), *Schema Theory

To investigate the applicability of schema-theoretic notions to young children's comprehension of textually explicit and inferrable information, slightly above-average second grade readers with strong and weak schemata for knowledge about spiders read a passage about spiders and answered wh-questions tapping both explicitly stated information and knowledge that necessarily had to be inferred from the text. Main effects were found for strength of prior knowledge, and question type. Simple effects tests indicated a significant prior-knowledge effect on the inferrable knowledge but not on explicitly stated information. A follow-up study was conducted to verify the fact that the question-type effect was not due to the chance allocation of inherently easier questions to one of the two question types. The findings revealed a reliable decrease in question difficulty attributable to cuing propositional relations explicitly in the text. The data were interpreted as supporting and extending the arguments emerging from various schema theories.'' (Author)

ED 169 522 CS 004 790

Hall, William S. Guthrie, Larry F.

On the Dialect Question and Reading. Technical Report No. 121.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 79

Contract-400-76-0116

Note-32p.

Pub Type- Reports - Evaluative (142) - Information Analysis (070) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading, *Black Dialects, *Black Students, Dialect Studies, *Interference (Language Learning), Phonology, Primary Education, Reading Achievement, Reading Comprehension, Reading Instruction, *Reading Research, Research Methodology, Syntax

Identifiers-*Center for the Study of Reading (Illinois)

Representative research studies of the interference of Vernacular Black English (VBE) on beginning reading of VBE speakers at the phonological, grammatical, and lexical and content levels are examined. The following conclusions emerge: (1) phonological interference in learning to read has not been established; (2) VBE does not clearly interfere with reading skills acquisition in all situations, and (3) dialect apparently has an effect on comprehension at the lexical level. Methodolcgical research flaws are suspect, as are the hypotheses that ethnic differences in language performance provide evidence of dialect interference, and testlike situations can adequately measure the effects of dialect. (DF)

ED 169 523 CS 004 791

Anderson, Richard C. And Others

Effects of the Reader's Schema at Different Points in Time. Technical Report No. 110.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-76-0116
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes, *Content Reading, Higher Education, Memory, *Perspective Taking, Reading, *Reading Comprehension, *Reading Research, *Recall (Psychological), Retention, Secondary Education
Identifiers-*Center for the Study of Reading (Illinois), *Schemata

The effects of content schemata, embodying the reader's existing knowledge about a topic, on reading comprehension were examined in two experiments in which high school and college students were instructed to take a distinctive point of view while reading and recalling a story. Perspectives assigned before reading, shortly after reading, and long after reading all had substantial effects on recall. The results were interpreted to mean that the schema brought into play by the perspective instructions selectively enhances encoding when operative during reading and selectively enhances retrieval when operative during attempts at recall. The schema operative during reading appears to influence not only the likelihood that certain text elements will be learned but also their longevity in memory. (Author/DF)

ED 169 524 CS 004 792

Nicholson, Tom And Others

Effects of Embedded Anomalies and Oral Reading Errors on Children's Understanding of Stories. Technical Report No. 118.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Contract-400-76-0116

Note-43p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Context Clues, *Decoding (Reading), Elementary Education, *Miscue Analysis, *Oral Reading, *Reading Comprehension, Reading Processes, *Reading Research, Word Recognition

Identifiers-*Center for the Study of Reading (Illinois)

To examine the effect on comprehension of mistakes made while reading, a three-experiment study was conducted. A secondary aim was to determine whether the unskilled reader would make hypotheses about what words in the text should be. In the first test, 80 nine-year-old students with average or above average reading abilities read narrative stories with six types of embedded anomalies, with a view toward both accuracy and the use of context to guess the meaning of the anomaly. In the second test, 10 similar students read stories with fewer anomalies; in the third, 20 unskilled readers, aged 9 to 12, read the same stories without anomalies. Results indicated that the necessity of accurate decoding depended on the desired type of comprehension; accuracy appeared to be necessary for atomistic precision but less so for global interpretation. References, graphs, and a sample instrument are included. (DF)

ED 169 525 CS 004 795

Nugent, Harold E. Mize, Glenna J.

Reading: Going Beyond the Information Given.

Pub Date-Feb 79

Note-17p.; Paper presented at the Annual Southeastern Conference on English in the Two-Year College (14th, Orlando, Florida, February 8-10, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Reading, *Critical Reading, Discourse Analysis, Higher Education, Psycholinguistics, *Reading Comprehension, Reading Improvement, Reading Instruction, *Reading Programs, Secondary Education, *Study Skills, Teaching Techniques

The Intellectual Framework Analysis (IFA) is a structured approach to reading expository prose. Suitable for use with high school students and college freshmen, the IFA consists of a number of questions concerning the author's subject matter, classifications, value judgments, motivation, and form/content. The IFA incorporates a number of study skills necessary in reading and understanding content materials, including the following: recognizing structural organization; outlining; logical analysis; propaganda techniques; and value clarification. The IFA both reconstructs and recodes materials, thus aiding in the storage and retrieval of information and increasing understanding and retention. (A student-produced model is included.) (Author/DF)

ED 169 526 CS 004 804

Zimmer, John W.

A Processing Activities Approach to Memory for Prose.

Pub Date-78

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advance Organizers, Connected Discourse, Higher Education, Learning Processes, *Memory, Prose, *Reading Processes, Reading Rate, *Reading Research, *Recall (Psychological), *Retention, Semantics, Surface Structure, Syntax

In an analysis of a processing activities model of memory applied to connected discourse, 206 college students assigned to eight conditions in two studies evidenced significantly greater recall when provided with semantic level tasks than either surface feature analysis or reading control (intentional and incidental) conditions. Additionally, tentative support was provided for a hierarchy of processing activities for prose learning, especially when logical or evaluative tasks were compared with advanced organizers, review statements, or interspersed inferential-level questions. (Author)

ED 169 527 CS 204 295

Kreiling, Albert Sims, Norman

Journalism and Social Thought in Chicago: The Case for Symbolic Interactionism in the Study of Communications in America.

Pub Date-Aug 78

Note-38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication (Thought Transfer), Individualism, *Intellectual History, *Journalism, Mass Media, Social Change, Social Science Research, Social Structure, *Sociology, *Theories

Identifiers-*Symbolic Interactionism

The emergence and development of symbolic interactionism, and its implications for the study of social phenomena, journalism, and mass communication, are examined in this paper. The introductory section discusses the emergence of symbolic interactionism in the midst of the rapid rise of industrial institutions in the late nineteenth century, points out that it can be taken as a model of American conceptions of communities, and shows how its antecedents may be located in the emergence of the Pragmatist movement and in parallel developments in American sociology. Separate sections are then devoted to the following topics: characteristics of Chicago journalism in the 1890s, which show the close relationship between the emergence of symbolic interactionism and the appearances of new journalistic perspectives; the link between symbolic interactionism and Progressivism; ways in which the American liberals who were the architects of Pragmatism and symbolic interactionism sought ways of releasing individualism from the forces of privilege; a major shift in American sociology, from theoretical discussions to urban research, in the early twentieth century; and reasons for the recent resurgence of interest among social scientists in symbolic interactionism and among historians in the Progressive period. (GT)

Bertrand, Claude-Jean
A Look at Journalism Reviews.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-0019
Pub Date-Sep 78
Note-9p.; Bibliography may not reproduce due to small type
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Journalism, *News Media, Newspapers, News Reporting, Periodicals, *Publications
Identifiers-*Journalism Reviews

Devoted primarily to the criticism of news media, the journalism review model established in Chicago in 1968 was followed in the next five years by about 25 other journalism reviews across the country. While these reviews vary in format and policy, a recent survey indicated that the majority of them originate from journalist groups, operate independently and on limited budgets, and focus totally on print journalism. Some of the obstacles faced by journalism reviews include the small size of the journalistic community, the negative attitudes of the publishers and editors, the self-righteous bias of the reporters involved in the publication, and the need for a framework based on scientific theory and a philosophy of social communication. In spite of these shortcomings, the journalism reviews have exposed the problems of the press and have provided a forum of communication for media audiences, reporters, and editors. If these publications are to survive, it appears that their association with a university is desirable in that it imposes moderation, offers professional monitoring, and provides monetary assistance through foundation grants and prestige advertising. (MAI)

ED 169 529 CS 204 652

Mandel, Barrett J.
Text and Context in the Teaching of Literature.
Pub Date-Dec 78
Note-14p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discovery Learning, Discussion (Teaching Technique), English Instruction, Higher Education, *Literary Analysis, *Literature Appreciation, *Perspective Taking, Student Experience, *Student Reaction, Teaching Methods, *Teaching Techniques

Three ``deep structures'' of the literary curriculum (contexts within which teachers teach literature) have been identified: (1) the imitative structure, in which students learn about the background of the text, (2) the analytic structure, and (3) the generative approach, dealing with a work's effect on readers. While experienced literary critics and teachers can experience a piece of writing fully and then place it into a clarifying context, in class the obvious truth that the literature must be truly experienced first is often ignored; instead students ``study literature'' and learn the professor's contextual approach. A fourth deep structure or context, designed to help students recreate for themselves the communication of the author, may be called the experiential context. In using this context, one instructor has made two pedagogical decisions: he encourages students to outlaw all qualitative judgments and expressions of emotional reaction with respect to literary works and to each other's comments; and he teaches nothing about the literature. These methods avoid the creation of a dominant view in the classroom; rather, they exclude everything but the experience of the literature itself, permitting students to rediscover their own power to see what authors say. (GT)

ED 169 530 CS 204 676

Pehowski, Marian

Problems in International Communication: China and the Soviet Union.

Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Censorship, Communication Problems, Foreign Countries, Freedom of Speech, *Information Dissemination, *International Relations, *Journalism, *Mass Media, Newspapers, *News Reporting

Identifiers-*China, International Communication, *Russia

China and Russia generally adhere to the Leninist concept of the press as being integral to society and therefore subject to regulation. They both also contend with the Communist paradox: the press exists to criticize the system of which it is a part. They reconcile this paradox by directing criticism toward the erring individual rather than toward the Communist Party itself. The major problems hindering freedom of information in the two nations fall into four categories: news standards (by whom is news defined); access to news (who gets what news as decided by the government); censorship; and cultural differences and national biases. (TJ)

ED 160 531 CS 204 603

Ruidl, Richard A.

Korean and Japanese Press: A Study in Crisis.

Pub Date-Aug 78

Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Censorship, Comparative Analysis, Foreign Countries, Freedom of Speech, *International Relations, *Journalism, *Mass Media, *Newspapers

Identifiers-*Japan, *Korea

During a time of crisis, it is instructive to examine the national press of Japan and Korea, two economic allies that view each other with suspicion. The Japanese press is relatively free and liberal-oriented on the domestic scene but is closely aligned with big business and government with regard to international concerns. The South Korean government uses all the major press and mass media outlets to foster and promote the official desires of President Park. The Korean Central Intelligence Agency has infiltrated every newsroom of every newspaper and broadcasting station in Korea to insure a consistent Korean editorial policy on all domestic and international issues. For both countries, the maintenance of diplomatic and economic relations is a priority. In April 1974, two Japanese students living in Korea were arrested and charged with supplying money and materials for demonstrations and with scheming to build a communist-directed power base in Korean colleges. A study of the differing reports of the news agencies of each country concerning this crisis is instructive in demonstrating how elusive the study of comparative press systems is. (TJ)

ED 169 532 CS 204 723

Haley-James, Shirley M.

20th Century Perspectives on Teaching Written Composition in the Elementary School: A Review of Authoritative Opinion.

Pub Date-Nov 78

Note-16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978); Best Available copy

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150) -

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), *Curriculum Development, *Educational Attitudes, *Educational Trends, Elementary Education, *English Instruction, Teaching Methods

Identifiers-Composition Process

A committee of the National Council of Teachers of English collected data on the elementary composition teaching perspectives observed in literature between 1900 and 1950. The committee's report on two categories of their collected data position statements and state-of-the art reviews shows that English teachers have trended from emphasizing formalized writing and formal grammar to emphasizing the social needs that written expression fulfills (maximum essentials'') and the applications of grammar principles (minimum essentials'' such as spelling and punctuation). Although teaching theory has been cyclical overall, shifting in degrees of attention to formal writing, grammar, mechanics, and social context, the social needs composition curriculum approach has steadily gained strength throughout the fifty years. This approach couples preparatory oral language experience (also called prewriting'' or prevision'') with an attempt to adapt written work to the needs of a particular audience. Sterling Leonard was one of the early proponents of prewriting and social context, and current theory reflects his work. As a result of this literature review, one committee member notes the time lag between the publication of position statements and the appearance of associated teaching materials; evidently English teachers need to increase their communication with one another to put theory and research into practice quickly. (RL)

ED 169 533 CS 204 746

Thurber, Donald N.
D'Nealian Manuscript: A Continuous Stroke Print.
Pub Date-75
Note-25p.
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, Communication Skills, Cursive Writing, *Handwriting, *Handwriting Development, *Handwriting Instruction, Handwriting Readiness, Handwriting Skills, Language Instruction, *Manuscript Writing (Handlettering), Primary Education
Identifiers-*D Nealian Manuscript

Citing five drawbacks to the traditional sticks and balloons'' method of printing used in beginning handwriting instruction, this pamphlet proposes instead the use of the D'Nealian continuous stroke printing method. The pamphlet contains arguments for using the method with learning disabled and dyslexic students, suggestions for developing a D'Nealian program, a discussion of the mechanics of writing, and suggestions for the timing and method for introducing small and capital letters to students. Charts illustrating the differences in the traditional and D'Nealian manuscript methods and showing the relationship between D'Nealian and cursive writing are included. (FL)

ED 169 534 CS 204 759

Cruchley, H. Diana, Ed.

English 8.

British Columbia Dept. of Education, Victoria.

Pub Date-77

Note-119p.; For related documents, see CS 204 759-761; Language B.C. Checklist may not reproduce well due to small and light type; Model in Introduction may not reproduce well due to small type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Objectives, *English Instruction, Grade 8, Language Arts, *Learning Activities, *Literature Appreciation, Reading Instruction, Resource Guides, Secondary Education, *Teaching Techniques

Organized according to prescribed goals and learning outcomes determined for the province of British Columbia, the teaching techniques and learning activities presented in this resource guide are designed to be used in conjunction with specific eighth grade textbooks. The suggested teaching methods develop the four areas of language arts through a number of classroom activities that include small group discussions; sentence, paragraph, and story writing; listening activities; crossword puzzles; speech and drama assignments; and reading activities. The guide also lists the textbooks on which the activities are based, discusses related administrative concerns such as time allotment, defines the purpose of the resource section, and presents techniques for student evaluation. (MAI)

ED 169 535 CS 204 760

Butler, Sydney J., Ed.

English 9: A Resource Book for Teachers.

British Columbia Dept. of Education, Victoria.

Pub Date-78

Note-147p.; For related documents, see CS 204 759-761; A number of pages may not reproduce well due to light type in places

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Educational Objectives, *English Instruction, Grade 9, Language Arts, *Learning Activities, *Literature Appreciation, Reading Instruction, Resource Guides, Secondary Education, *Teaching Techniques

Organized according to prescribed goals and learning outcomes determined for the province of British Columbia, the teaching techniques and learning activities presented in this resource guide are designed to be used with specific ninth grade textbooks and literary works. The suggested teaching methods develop the four areas of language arts through a number of classroom activities that include small group discussions; sentence, paragraph, and story writing; listening activities; crossword puzzles; speech and drama assignments; and reading activities. The guide also lists the texts and literary works on which the activities are based, discusses related administrative concerns such as time allotment, defines the purpose of the resource section, and presents techniques for student evaluation. (MAI)

ED 169 536 CS 204 761

English 8-12 Secondary Guide.
British Columbia Dept. of Education, Victoria.
Pub Date- 78
Note-23p.; For related documents, see CS 204 759-761 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, Curriculum Planning, Educational Needs, *Educational Objectives, English Curriculum, *English Instruction, *Language Arts, Learning Processes, Resource Guides, Secondary Education

Designed to provide a foundation for the selection of appropriate organizational patterns, teaching methods, and learning resources, this guide presents a set of goals and learning outcomes for an English curriculum intended for grades eight through twelve. In outline form, the guide describes curriculum goals designed to help students to listen and to speak effectively; to foster an interest in reading; to develop in students a range of reading and study skills; to help students develop appropriate skills for writing sentences, paragraphs, and essays; to provide students with opportunities for writing various types of prose; to help students develop wide speaking, listening, reading, and writing vocabularies; to encourage a critical examination of mass media; to encourage students to read and enjoy literature, past and present; to extend students' knowledge of self and society through literature; to increase students' knowledge of literature, past and present; to increase students' ability to read literary works in depth; to develop students' knowledge and understanding of Canadian literature; and to encourage students to express themselves in a variety of genres. MAI

ED 169 537 CS 204 762

Lundsteen, Sara W.

Listening: Its Impact at All Levels on Reading and the Other Language Arts. Revised Edition.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-75-0029

Note-179p.; Figure 17 may not reproduce well due to small type

Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 29498, $5.25 member, $6.00 non-member)

Pub Type- Guides - Classroom - Teacher (052) - Information Analysis (070) - Books (010)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Education, Instructional Materials, *Language Arts, Language Research, *Listening, Listening Comprehension, *Listening Skills, *Reading Instruction, *Teaching Techniques, Testing

Identifiers-Information Analysis Products

In an integration of listening research with other areas of language arts, this monograph presents a framework for understanding listening skills and outlines classroom activities that are based on scientific data. Stressing the priority and value of listening instruction, the introduction discusses the need for more attention to listening and calls for greater systemization in instruction. The first chapter suggests two approaches to a definition of listening, while the second chapter defines the term according to the operations of a proficient listener. Chapter three deals with listening comprehension as it relates to instructional objectives and teacher needs. The final two chapters examine criticisms and rationales applicable to both formal and informal listening tests and set standards to assist teachers in reaching specific objectives. The appendixes contain lists of commercially published listening materials and classroom listening materials intended to ssupplement those presented in the text. (MAI)

ED 169 538 CS 204 765

De Mott, John

A New Look at Journalism Internships and Related Newspaper Training.

Pub Date-Apr 78
Note-21p.; Report of sub-committee on internships/training to the AEJ/ANPA Foundation Cooperative Journalism Education Committee, Atlanta, Georgia, April 29, 1978
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Internship Programs, Journalism, *Journalism Education, *Newspapers, *On the Job Training, *Program Development, Program Planning

The subcommittee on newspaper internships and training programs, a cooperative venture of the Association for Education in Journalism (AEJ) and the American Newspaper Publishers Association (ANPA), has been searching for information for the cooperative improvement of journalism education. The subcommittee's annual report discusses four projects connected with this search: A preliminary review of information sources concerned with internships that resulted in a selected bibliography (to be used in developing two manuals that will enable newspaper executives and educators to organize internship programs); a survey of ANPA members to determine which newspapers have, or are interested in creating, such programs; a survey of newspaper executives to obtain descriptive details of their newspaper training programs and their relationships to journalism education; and the preparation of outlines for the previously mentioned manuals, and the enlistment of contributors and editors for each. (Tabulations of individual responses to survey questions, partial listings of internship program participants, and other data from the four projects are provided.) (RL)

Appelbaum, Eileen Koppel, Ross
Informal Comments on Critical Issues in Higher Education.
Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the Mid-America Association of Educational Opportunity Program Personnel (4th, Fontana, Wisconsin, November 12-15, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Education, *Black Employment, Educational Research, *Employment Opportunities, *Equal Opportunities (Jobs), Higher Education, *Manpower Needs, Racial Discrimination, *Salary Differentials, Skilled Labor

Information based on a longitudinal study indicates that white high school and college graduates earn more than white high school dropouts and that black high school graduates earn more than black high school dropouts. However, the base for the two groups is not the same and the prestige jobs available to each is different. Also, the long-run advantages of a college education have decreased significantly. The implications of these statistics are more related to the labor market than they are to the educational establishment. The number of low-paying, dead-end, low-skill jobs are increasing at a much faster rate than high-prestige, high-paying jobs. This has resulted in an oversupply of workers qualified for professional and technical occupations. A three-pronged policy thrust is needed if job opportunities are to be opened for black youth: instruction in the public schools must be upgraded, affirmative action minority hiring programs and public policy must be developed, and the sophistication to recognize that worsening employment opportunities decrease the effectiveness of educational opportunity programs must be developed. (TJ)

ED 169 540 CS 204 767

Detective Fiction.
Morris Hills Regional School District, Rockaway, N.J.
Pub Date-Sep 76
Note-48p.; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Composition (Literary), Course Content, *English Instruction, *Fiction, Language Arts, Literary Genres, Reading Materials, Secondary Education, *Teaching Techniques, Units of Study
Identifiers-*Detective Fiction

Intended for reluctant readers as well as for readers with a special interest in detective stories, this high school English course consists of the following eight units: the history of detective fiction, the psychology of violent crime, crime and society, the procedures of crime detection, the mind of the detective, analysis of the detective story form, criticism of detective fiction, and writing a detective story. Along with a time sequence, each unit contains outlined objectives, content descriptions, and instructional activities and provides a list of instructional materials. (MAI)

ED 169 541 CS 204 768

Turk, Leonard

The Rocky Road to Technical Writing Pave It With P. R.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Curriculum Development, Elective Courses, *English Instruction, Higher Education, *Persuasive Discourse, *Public Relations, *Technical Writing

Instituting a technical writing course for the first time can be difficult. English department members are apt to approach the idea with reluctance and apprehension while those in other departments tend to think of it with idealized ignorance. A public relations effort is necessary; however, such an effort involves information, persuasion, and exposure problems. Some helpful principles for use in solving these problems include dispensing correct, factual information; indicating that the course will be interesting, helpful, or in some way advantageous to the listener; being specific and concrete; and publicizing the course. Such a public relations campaign must be carried on mostly informally over coffee, at dinners, and in faculty offices. In attempting to persuade English department members to accept the program, it is best to stress specific advantages to the department. These advantages include helping majors see the possibility of employment and increasing the number of students enrolled in the department. (TJ)

ED 169 542 CS 204 771

Newkirk, Thomas
Why Students Find Writing to be Torture.
Pub Date-Mar 79
Note-15p.; Paper presented at the Annual Spring Meeting of the North-East Modern Language Association (Hartford, Connecticut, March 29-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Communication Problems, *Composition (Literary), *English Instruction, Higher Education, Student Needs, *Teaching Techniques, *Writing Skills
Identifiers-*Composition Process

Five pressures make writing difficult for freshman composition students: the pressure of perfectionism, the pressure of interesting an audience, the pressure of length, the pressure of finding an appropriate topic, and the pressure of time. Teachers can help students deal with these pressures through individual conferences with each student and by allowing them to experiment and fail without being inhibited by fear of a poor grade, by permitting them to choose their own topics, by allowing them to discontinue work on a piece that is going nowhere, and by assisting them in revising and perfecting without fear of premature evaluation. (TJ)

ED 169 543 CS 204 772

Washburn, Judith M.

The Evaluation Process.

Pub Date-Aug 78

Note-18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childrens Literature, *Cultural Awareness, Elementary Education, Ethnic Stereotypes, *Ethnic Studies, *Evaluation Criteria, *Multicultural Education, *Reading Material Selection

Before teachers can heed recent calls for planning literary experiences that expose children to books about people in other cultures, they need to evaluate the books on the many ethnic booklists. This evaluation process can be confusing, due to the varying quality of multiethnic literature for children. There are five questions that teachers should consider in evaluating multiethnic books: (1) Are there stereotypes in words or pictures? Stereotyping frequently occurs in language, in the patterns of daily life presented, and in the pictures. (2) What does the story imply? The plot, theme, or tone may contain hidden meanings that convey a distorted view of an ethnic group; further, stories may deal only with the past history of a culture or may omit major aspects of a culture in their portrayals. (3) What are the author's qualifications? The author must have knowledge of the customs, habits, and attitudes of a group to present them accurately. (4) When was the book published? Many older books reflect outdated attitudes, contain offensive vocabulary, and portray stereotyped situations. (5) What is the literary merit of the book? The literary elements of a work must be carefully drawn, insightfully developed, and adequately concluded. In conclusion, teachers must evaluate the available literature and offer those books that present the best, most honest picture of our multiethnic society. (GT)

ED 169 544 CS 204 774

Pinnell, Gay Su

Functions of Language in Educational Environments.

Pub Date-Jun 77
Note-25p.; Paper presented at the Annual Conference on Language and Reading (Chicago, Illinois, June 20-22, 1977)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, *Classroom Environment, Early Childhood Education, Interaction, Interaction Process Analysis, *Language Development, *Language Enrichment, *Language Research, Language Styles, *Language Usage, Story Telling, Student Teacher Relationship, Teaching Methods

The many ways in which children use language are examined in this paper, and classroom implications are outlined. The first part of the paper discusses such topics as young children's focus on meaning in language, teachers' tendency to examine language in terms of form rather than meaning, and the importance of the student/teacher interaction process. It identifies the seven language functions described by M. A. K. Halliday instrumental, regulatory, interactional, personal, imaginative, heuristic, and informative and tells how children develop ideas about the ways language should be used in the classroom. The paper then presents transcripts of conversations of first grade children engaged in such classroom activities as looking at a book, play-acting, and building with blocks. It discusses the children's languge in relation to Halliday's categories and concludes that teachers' awareness, listening skills, and interactions with children make the critical difference in the development of a child's full range of language functions. Finally, transcripts of kindergarten children's retellings of stories are presented as evidence of young children's awareness of book language. The paper concludes by advising teachers to provide situations in which children focus on meaning and use language for their own purposes. (GT)

ED 169 545 CS 204 776

Wess, Robert C.

Standard English Versus Dialects: Another View.

Pub Date-Feb 79

Note-13p.; Paper presented at the Annual Southeastern Conference on English in the Two-Year College (14th, Orlando, Florida, February 8-10, 1979) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, Higher Education, Language Standardization, Language Styles, *Language Usage, *Nonstandard Dialects, *Teaching Techniques

Identifiers-*Bidialectalism

The dialect versus Standard English controversy continues in college composition courses. On the one hand, texts, handbooks, and workbooks usually emphasize Standard English while influential linguists point out the merits of dialectalism. One option for educators is to discuss alternatives in class. Students soon reject the extremes of eliminating dialect and eliminating Standard English, and the merits of bidialectalism and Standard English gain more consideration and general approval. The tension between professional directives and college/community expectations makes a further dilemma. One response is to stress bidialectalism using such techniques as oral pattern drills and planned speeches so that students may internalize the rules of the new dialect. That caters to the right of students to learn Standard English, a right that is future-oriented and prepares students to function after graduation in a social and economic world that may be very different from the one in which they grew up. Some oral techniques that are effective include oral presentations, using teacher composition models as the basis for class discussion, and personal conferences. (TJ)

ED 169 546 CS 204 777

Scanlon, Leone

Writing Groups in an Interdisciplinary Program or Getting Around the Professorial Block.

Pub Date-Mar 79

Note-10p.; Paper presented at the Annual Spring Meeting of the North-East Modern Language Association (Hartford, Connecticut, March 29-31, 1979); Not available in hard copy due to marginal legibility of originial document

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), *English Instruction, *Group Discussion, Higher Education, Interdisciplinary Approach, *Teaching Techniques, *Writing Skills

Peer writing groups help students to write personally satisfying, communicative prose by allowing them to get away from competition for grades and from the fear and authority carried by the teacher. The writing group approach builds into the writing process the opportunity for revision and feedback before submitting a paper to the teacher for a grade, allows stimulating cooperation instead of stressful competition, and helps develop critical thinking. Using undergraduate teaching apprentices as facilitators for such groups is the way one system works in an interdisciplinary program. The apprentices show video tapes and lead discussions of student writing. In most instances, the facilitator moves from guide to participant to occasional visitor as the group develops skill. Some purposes that the groups fill include helping in the process of invention by generating talk, supporting the timid writer by providing peers who demand writing and provide the flattery of paying attention to that writing, developing listening skills, and providing a truer sense of audience than the teacher alone can give. (TJ)

ED 169 547 CS 204 778

Rowell, C. Glennon

Inductive Teaching as a Strategy for Instruction in Spelling.

Pub Date- 73

Note-9p.; Study prepared at Florida State University

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, Elementary Education, *Inductive Methods, *Language Arts, *Spelling Instruction, *Teaching Methods, *Teaching Techniques

Inductive teaching (leading learners to see a generalization for themselves) has the advantages of being effective in that students retain the knowledge longer than when it has been gained in other ways, of being fun because students are actively involved in the process, and of being a way to learn about language through generalizing principles. There are three basic approaches to inductive strategies: the experiential inductive approach, which classifies and verifies knowledge already possessed by students with exceptions also being taught; the investigatory inductive approach, which groups and contrasts data students find in their own environment; and the prearranged data inductive approach, which depends on data collected by someone other than the students. (TJ)

ED 169 548 CS 204 780

A Course of Study in English Language Arts for Grades 7-9.

Rochester Public Schools, Minn.

Pub Date-78

Note-216p.; Not available in hard copy due to marginal legibility of original document

Available from-Rochester Public Schools, Curriculum Office, Coffman Building, Rochester, Minnesota 55901 ($25.00, enclose remittance with order)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Communication Skills, Composition (Literary), *English Instruction, Grammar, Instructional Materials, Junior High Schools, *Language Arts, Language Skills, *Learning Activities, Literature, *Sequential Programs, Teaching Techniques

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this teaching guide for grades seven through nine was developed in Rochester, Minnesota, and is keyed to specific composition, language, and literature textbook materials. The guide is organized by grade according to a scope and sequence chart that indicates when specific skills are to be introduced, emphasized, and reviewed in each grade. Each lesson is outlined as to concept, skills involved, instructional materials, and suggestions or background material for the teacher. The guide includes sample work sheets, word lists, games, and lists of audiovisual aids and supplementary reading materials. (MAI)

ED 169 549 CS 204 782

Raimo, Angela M.

Stimulating Creative Written Communication through Divergent Thinking Processes.

Pub Date- 78

Note-17p.; Study prepared at Seton Hall University

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Skills, *Composition (Literary), *Creative Writing, *Divergent Thinking, Elementary Education, Higher Education, *Language Arts, Language Styles, Process Education, *Teacher Education, Teacher Role, *Teaching Techniques, Writing Skills

Although the importance of writing is well recognized, it is largely neglected in the elementary curriculum because of the current emphasis on reading; to change this trend, teacher educators must influence teachers to adopt positive attitudes toward writing. They should help teachers derive satisfaction from writing experiences, demonstrate desirable teaching methods in which the learner is the prime performer, show how theory and practice are related, help teachers learn to teach language arts skills as they relate to the purpose of communication, and emphasize processes that develop divergent thinking. A seminar for graduate elementary education majors develops divergent thinking through invention process'' activities in which students consider a familiar concept or story in a new way. After an oral exchange of ideas about the many ways of viewing a familiar storybook character, students rewrite the story in various styles, experimenting with writing techniques and vocabulary. They thus learn that creative thinking and synthesis are related processes, and they learn several important language arts generalizations with implications for teaching. (Excerpts from students' versions of Little Red Riding Hood,'' written in a variety of styles, including biblical, Shakespearean, and poetic, are included.) (GT)

ED 169 550 CS 204 783

Scotland, Dawn D.

Doctor-Patient Communication Failure: The Special Case of the Inner-city Clinic.

Pub Date-Aug 78

Note-42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Attitudes, Clinics, *Communication Problems, Credibility, *Dialects, Inner City, *Interaction, Language Styles, *Medical Services, Nonstandard Dialects, *Patients (Persons), Personality Assessment, *Physicians

Identifiers-*Communication Research

Drawing on personal observations and on a study of patient reactions, this paper considers the problem of doctor/patient communication failure in the inner city clinic. It first discusses the role of dialect variation in communication failure, causes of communication failure in the medical interview, factors contributing to doctor/patient communication failure, and dialect and affective response. It then reports on an experiment in which 20 black patients in a Chicago clinic listened to a message that had been tape recorded by three doctors a local white doctor, a local black doctor, and a foreign doctor and rated the doctors on 19 personality, competence, and trustworthiness variables. The results reported reveal that the white doctor was perceived the most favorably on 15 of the 19 variables. The paper then provides possible interpretations of the findings based on findings of previous studies and on variables in the three tape recordings; discusses anomalies in the findings; and points to problems involved in attempting to generalize from the findings. It concludes by stressing that miscommunication in inner city clinics is a very real problem and by pointing out the need for doctors, patients, and clinic administrators to make conscious efforts toward improving the situation. (GT)

ED 169 551 CS 204 784

Kohler, Alfred D.
MOPPET...How to Do It.
Woodbridge Township Board of Education, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.; Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-133p.; For related documents, see CS 204 784-790; Photographs may not reproduce well ; Media-Oriented Program Promoting Exploration in Teaching
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, *Audiovisual Programs, Costs, Creative Dramatics, Creativity, Elementary Education, Facilities, Film Production, *Humanistic Education, *Humanities Instruction, *Inservice Teacher Education, *Interdisciplinary Approach, *Language Arts, Movement Education, Music Activities, Poetry, Resource Materials, Teaching Techniques
Identifiers-Project MOPPET

This manual provides an overview of the main elements needed for the adoption or adaptation of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. The facilities, materials, equipment, teaching techniques, and costs involved in the program are described. An inservice teacher training program is also outlined. (FL)

Kohler, Alfred D.
MOPPET: Theory and Practice.
Woodbridge Township Board of Education, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.; Office of Education (DHEW), Washington, D.C.
Pub Date-73
Note-448p.; For related documents, see CS 204 784-790; Photograph may not reproduce well ; Media-Oriented Program to Promote Exploration in Teaching
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, *Audiovisual Programs, Creative Dramatics, Creativity, Elementary Education, Film Production, *Humanistic Education, *Humanities Instruction, *Interdisciplinary Approach, *Language Arts, Models, Movement Education, Music Activities, Poetry, *Teacher Education, Teaching Techniques
Identifiers-Project MOPPET

This manual is intended for use by adopters or adapters of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. The first chapter presents an overview of the program and outlines the theoretical model upon which it is based. The second chapter relates the theory to actual teaching through an analysis of lesson transcripts, and the final chapter deals with practical approaches to teacher training for the program. (FL)

ED 169 553 CS 204 786

Kohler, Alfred D.

Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A K-3 Humanities Program.

Woodbridge Township Board of Education, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.; Office of Education (DHEW), Washington, D.C.

Pub Date-76

Note-284p.; For related documents, see CS 204 784-790

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Art Activities, *Audiovisual Programs, Creative Dramatics, Creativity, Film Study, *Humanistic Education, *Humanities Instruction, *Interdisciplinary Approach, *Language Arts, Movement Education, Music Activities, Poetry, Primary Education, Teacher Education

Identifiers-Project MOPPET

This manual is intended for use by adopters or adapters of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. It contains lesson plans for kindergarten through grade three organized into the following categories: art, creative dramatics, film, movement, music, and poetry. Each category is preceded by a rationale, and each lesson plan within the category contains the grade level for which the plan is intended, the lesson's title and objectives, the equipment and materials needed, and a lesson scheme offering teaching techniques. (FL)

ED 169 554 CS 204 787

Kohler, Alfred D.

Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A 4-6 Grade Humanities Program.

Woodbridge Township Board of Education, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.; Office of Education (DHEW), Washington, D.C.

Pub Date-76

Note-312p.; For related documents, see CS 204 784-790

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Art Activities, *Audiovisual Programs, Creative Dramatics, Creativity, Film Study, *Humanistic Education, *Humanities Instruction, *Interdisciplinary Approach, Intermediate Grades, *Language Arts, Movement Education, Music Activities, Poetry, Teacher Education

Identifiers-Project MOPPET

This manual is intended for use by adopters or adapters of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. It contains lesson plans for grades four through six organized into the following categories: art, creative dramatics, film, movement, music, and poetry. Each category is preceded by a rationale, and each lesson plan within the category contains the grade level for which the plan is intended, the lesson's title and objectives, the equipment and materials needed, and a lesson scheme offering teaching techniques. (FL)

ED 169 555 CS 204 788

Kohler, Alfred D.

Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A Seventh Grade Humanities Program.

Woodbridge Township Board of Education, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.; Office of Education (DHEW), Washington, D.C.

Pub Date-75

Note-381p.; For related documents, see CS 204 784-790

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Art Activities, *Audiovisual Programs, Creativity, Drama, Film Production, Grade 7, *Humanistic Education, *Humanities Instruction, *Interdisciplinary Approach, *Language Arts, Movement Education, Music Activities, Poetry, Secondary Education, Teacher Education

Identifiers-Project MOPPET

This manual is intended for use by adopters or adapters of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. It contains lesson plans for grade seven that are geared to the curriculum areas of language arts, mathematics, science, and social studies. The art areas covered in the plans include art, music, drama, writing, poetry, movement, and film. Each plan contains the lesson's title and objectives, the equipment and materials needed, and a lesson scheme offering teaching techniques. (FL)

ED 169 556 CS 204 789

Kohler, Alfred D.

Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): An Eighth Grade Humanities Program.

Woodbridge Township Board of Education, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.; Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-262p.; For related documents, see CS 204 784-790; Several pages may not reproduce due to poor type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Art Activities, *Audiovisual Programs, Creativity, Developmental Reading, Drama, Films, Grade 8, *Humanistic Education, *Humanities Instruction, *Interdisciplinary Approach, *Language Arts, Movement Education, Music Activities, Poetry, Secondary Education, Teacher Education
Identifiers-Project MOPPET

This manual is intended for use by adopters or adapters of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. It contains lesson plans for grade eight that are geared to the curriculum areas of language arts, mathematics, science, and social studies. The art areas covered in the plans include art, music, drama, writing, poetry, movement, and film. Each plan contains the lesson's title and objectives, the equipment and materials needed, and a lesson scheme offering teaching techniques. (FL)

ED 169 557 CS 204 790

Kohler, Alfred D.

Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A Ninth Grade Humanities Program.

Woodbridge Township Board of Education, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.; Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-166p.; For related documents, see CS 204 784-790
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Art Activities, *Audiovisual Programs, Creativity, Drama, Grade 9, *Humanistic Education, *Humanities Instruction, *Interdisciplinary Approach, Movement Education, Music Activities, Poetry, Secondary Education, Teacher Education
Identifiers-Project MOPPET

This manual is intended for use by adopters or adapters of a media-oriented arts and humanities program designed to train teachers in the techniques of humanizing the general curriculum. It contains lesson plans for grade nine that are geared to the curriculum areas of language arts, science, and social studies. The art areas covered in the plans include art, music, drama, movement, and poetry. Each plan contains the lesson's title and objectives, the equipment and materials needed, and a lesson scheme offering teaching techniques. (FL)

ED 169 558 CS 204 792

Healy, Michael P. And Others

Teaching Composition: Guidelines for Teachers of the Required Composition Course in Idaho High Schools.

Idaho State Dept. of Education, Boise. Bureau of Educational Services.

Pub Date-79

Note-25p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Size, *Composition (Literary), *Core Courses, *Course Content, *Graduation Requirements, Grammar, Instructional Materials, Secondary Education, Spelling, Teacher Qualifications, *Writing Skills

Identifiers-*idaho

This guide is intended for use by Idaho educators in implementing courses to meet that state's new composition requirements for high school students. Following a brief overview of the new requirements, the major section of the guide presents information about class size, teacher qualifications, and materials needed for the courses. The role of spelling and grammar and the amount of required writing are also discussed. The third section offers suggestions for course content, including types of both practical and academic writing, while the fourth deals with teaching the writing process, including the prewriting, writing, and postwriting stages, and evaluation. A final section presents lists of resources for the teaching of writing. (FL)

ED 169 559 CS 204 794

Reid, Virginia M.
Enjoying the Red Camelias of Children's Literature.
Pub Date-Feb 79
Note-11p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (21st, San Diego, California, February 16-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Books, *Childrens Literature, Composition (Literary), Elementary Education, Humor, Imagination, *Literature Appreciation, Student Attitudes

Based on the premise that educators are vitally interested in literary moments that engage the reader instantly, this paper discusses books that provide enjoyment for children. After suggesting that the most important basics'' are those that promote an exploration of language through literature, the paper notes the importance of good literature programs and praises current efforts by the National Assessment of Educational Progress to assess students' attitudes toward reading and literature. It then describes numerous children's books that provide enjoyment in the following areas: humor; learning something new; being a part of long ago and far away; nostalgia; exploration of inner space; dreaming, imagining, and developing; and language. Passages from some of the books are presented to illustrate their appeal for children. The paper concludes by mentioning the connections between literature and composition. (GT)

ED 169 560 CS 204 797

Lukenbill, W. Bernard

Homosexual Conflicts and Their Resolutions in Five Adolescent Novels: A Psychological Inquiry.

Pub Date-Apr 78

Note-25p.; Paper presented at the Annual Meeting of the Popular Culture Association (Cincinnati, Ohio, April 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescent Literature, *Conflict, *Conflict Resolution, *Content Analysis, *Homosexuality, Secondary Education

Five adolescent novels with significant homosexual themes were analyzed for patterns of conflict and resolution. Content analysis revealed eight major conflict situations in the novels: sexual conflicts, interpersonal conflicts, peer conflicts, intrapersonal conflicts, parental/family conflicts, heterosexual character conflicts, community conflicts, and conflicts with authority figures. The conflicts were resolved in numerous ways; but in many of these resolutions, homosexual characters and their problems were viewed humanistically. The homosexual characters were often presented as victims of a harsh society. It was concluded that although these novels may act as model information transmission agents in psychosocial learning processes, final determination of their effectiveness in modeling behavior and attitudes probably lies within the personal experiences and background of the individual reader. (Author/FL)

ED 169 561 CS 204 798

King, Helen Lamar
Story Tellers, Story Writers: A Research Report.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date-May 79
Note-9p.; Not available in hard copy due to marginal print quality of original
Journal Cit-INSIGHTS into Open Education; v11 n8 May 1979
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Complexity Level, *Composition (Literary), Creative Writing, Elementary Education, Feedback, *Language Development, Language Research, *Narration, Sex Differences, *Story Telling, Structural Analysis, Teaching Methods, *Writing Skills

In a study of differences and similarities between children's oral and written stories, 23 third grade pupils wrote stories about a given topic and then, two weeks later, told stories about the same topic. Analysis of the stories revealed five types of narrative structures, of which the most commonly used was a ``situation-problem-solution'' pattern, and the least commonly used was a pattern in which a problem is repeated with variations until a solution is found. Among other results were that the oral stories tended to be longer than the written stories, more oral stories ranged over structures with more complex events than did the written stories, and the difference in length of T-units between the two modes was not statistically significant. Oral story telling caused more problems for many children than did the written form, due to a belief that oral stories must be based on other people's stories, to fears of performing before an audience, and to problems in losing their train of thought. The two most original stories revealed a sense of detail and dialogue that arose from a natural language context; that these stories were low in syntactic complexity shows that a total language product should not be judged by just one standard. The study suggests the desirability of providing opportunities for oral story telling and of giving real, legitimate, and specific feedback. (Examples of children's stories are included.) (GT)

ED 169 562 CS 204 801

Black, Janet K.

Informal and Formal Means of Assessing Kindergarten Children's Communicative Competence.

Pub Date-Mar 79

Note-27p.; Paper presented at the Annual National Conference on Language Arts in the Elementary School (11th, Hartford, Connecticut, March 23-25, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Child Language, *Communicative Competence (Languages), Early Childhood Education, *Informal Assessment, *Interpersonal Competence, Kindergarten Children, Language Instruction, *Language Proficiency, Language Research, Language Tests, *Measurement Techniques, *Student Evaluation, Teacher Behavior, Teaching Methods

Identifiers-*Oral Language

Methods of assessing children's oral language ability are explored in this paper. Following a discussion of problems involved in the formal assessment of oral language ability, a study is described that revealed that the evaluation of the oral language of 12 kindergarten children in the social context of the natural classroom environment, specifically the sociodramatic area, provided more comprehensive information than did two standardized language tests. Descriptions of children's interactions are provided to show how their interactional competency was categorized according to a new instrument, the "Interactional Competency Checklist." The four main categories examined are the ability to adapt to changes in the setting, nonverbal appropriateness, familiarity with normal constraints and conditions, and sequencing. The paper concludes by suggesting implications pertaining to language evaluation, teacher roles in language assessment, and programing for language instruction and by noting that the assessment of communicative competence must deal with interactional as well as grammatical competence. Illustrative tables and a copy of the "Interactional Competency Checklist" are included. (GT)

ED 169 583 CS 204 802

Environmental Education Guide; Language Arts 7-8.

Project I-C-E, Green Bay, Wis.

Spons Agency-Office of Education (DHEW), Washington, D.C., Wisconsin State Dept. of Public Instruction, Madison.

Pub Date- 74

Note-106p.; For related document, see CS 204 803 ; Best copy available

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Objectives, Ecology, *English Curriculum, *English Instruction, *Environmental Education, *Interdisciplinary Approach, Junior High Schools, *Language Arts, Listening Skills, Pollution, Reading Skills, Speech Skills, Validated Programs, Writing Skills

Identifiers-National Diffusion Network Programs, *Project ICE

Written for use with junior high school students, this handbook links natural ecological issues with language arts instruction. It contains a series of lesson plans, each offering a number of suggested learning activities for use both in and out of class. The lessons are built around 12 major environmental concepts that form a framework for each subject area. In addition, each lesson offers subject area integration, multidisciplinary activities, cognitive and affective behavioral objectives, and suggested reference and resource materials for both the teacher and student. (FL)

ED 169 564 CS 204 803

Environmental Education Guide; Language Arts 9-12.
Project I-C-E, Green Bay, Wis.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-78
Contract-300-77-0125
Note-117p.; For related document, see CS 204 802
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives, Ecology, *English Curriculum, *English Instruction, *Environmental Education, *Interdisciplinary Approach, *Language Arts, Listening Skills, Pollution, Reading Skills, Secondary Education, Speech Skills, Validated Programs, Writing Skills
Identifiers-National Diffusion Network Programs, *Project ICE

Written for use with students in grades nine through twelve, this handbook links natural ecological issues with language arts instruction. It contains a series of lesson plans, each offering a number of suggested learning activities for use both in and out of class. The lessons are built around 12 major environmental concepts that form a framework for each subject area. In addition, each lesson offers subject area integration, multidisciplinary activities, cognitive and affective behavioral objectives, and suggested reference and resource materials for both the teacher and students. (FL)

ED 169 565   CS 204 804

Anderson, JoAnn And Others

Language Arts Curriculum Guide.

Waterford-Halfmoon School District, N.Y.

Pub Date-79

Note-38p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavioral Objectives, Composition (Literary), Elementary Education, Grammar, *Language Arts, *Language Skills, Literature, Reading Instruction

Representing the work of an elementary school staff, this language arts curriculum guide presents a philosophy and definition of language arts, the program development sequence, and a discussion of the purpose and place of language arts in the total elementary curriculum. Within each grade level the outlined educational objectives are grouped according to listening and speaking, reading, literature, composition, and grammar and usage. (MAI)

ED 169 566 CS 204 805

Montgomery, Reid H.
A Look at the Scholastic Press.
Pub Date-Aug 78
Note-9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Faculty Advisors, Higher Education, *Journalism, *Newspapers, *School Newspapers, Secondary Education

Based on the personal experiences and observations of a person who has worked in the field of high school, collegiate, and professional journalism, this paper discusses the professional press as a preface to examining scholastic publications. The comments on the professional press are: financial stability is necessary for a newspaper to enjoy its fullest freedom, the role of the publisher is changing as chain-ownership continues to grow, the content of newspapers is different because of Watergate and reader interest surveys, and ethics has become a growing concern among newspapers. Eight conclusions are drawn concerning the scholastic press: high school editors are mainly leaders and sometimes journalists, editors and journalism students in college are better users of the English language than English majors, the decline in the frequency of publication of scholastic newspapers should lead to a greater use of the news magazine style of writing, student newspapers are using legal devices to obtain more freedom in reporting and publishing, students should be involved in making decisions about their own publications, students are now concerned about more serious issues than in the past, the riddle of who is the publisher of school papers has not been solved, and a sense of humor and of understanding is important for those working with students. (Author/TJ)

ED 169 567 CS 204 806

Pedersen, Elray L.

Sentence-Combining Practice: Training that Improves Student Writing.

Pub Date- 78

Note-24p.; Study prepared at Weber State College ; Best copy available

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Educational Research, Elementary Education, Grade 7, Language Development, Semantics, *Sentence Combining, Sentences, Sentence Structure, *Student Improvement, Syntax, Writing Exercises, *Writing Skills

A total of 113 seventh grade students participated in a study to test the effectiveness of sentence combining practice as a means to significantly improve syntactic and semantic fluency in student writing. Methods included pretest, posttest, and delayed posttest T-unit analyses of syntactic fluency, and four pretest and posttest analyses of student narrative compositions: a forced-choice evaluation of compositions, a semantic differential analysis of 14 specific perceived attributes of composition quality, type-token measures, and lexical density measures of meaningful expression. The findings supported the conclusion that sentence combining experiences are consistent, highly powerful, and broadly influential ways of eliciting better student writing. (Author/RL)

Friedman, Paul G.
Interpersonal Communication: Innovations in Instruction.
National Education Association, Washington, D.C.
Pub Date-78
Note-152p.; A number of pages may reproduce poorly due to small and light type
Available from-NEA Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1497-9-00, $7.50 paper, Stock No. 1496-0-00, $11.25 cloth)
Pub Type- Books (010) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), *Communication Skills, Higher Education, *Information Theory, Instructional Materials, *Interaction Process Analysis, Intergroup Relations, *Interpersonal Relationship, *Teaching Techniques

Intended as both a theoretical and practical analysis of interpersonal communication, this four-part book presents a framework for communication education and proposes methods for classroom implementation. After an overview of new directions in communication education, the book outlines the foundations of communication education, discusses developing communicative freedom through flexibility training, and suggests an experiential perspective on objectives, evaluation, and grading. The book then subdivides the topics of communication according to authentic communication (A-Group), soft listening, and small group communication. The book concludes with discussions of ways to individualize communication instruction, the encounter group, and communication education through dyadic interaction. A glossary and five pages of reference materials are appended. (MAI)

ED 169 569 CS 502 283

Anapol, Malthon M.

The Role of Rhetoric in the Judicial Opinion: The Rhetoric of Boaventura De Sousa Santos.

Pub Date-Nov 78
Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 1-4, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Conflict Resolution, *Discourse Analysis, Foreign Countries, Information Theory, Laws, *Legal Problems, Nonverbal Communication, *Persuasive Discourse, *Rhetoric, *Theories
Identifiers-*Santos (Boaventura De Sousa)

Boaventura De Sousa Santos, a Brazilian law professor, appears to be the first legal scholar and theorist who works with rhetorical theories and who is accepted by the legal profession. Santos's major works have centered on the legal system of Pasargada, a Brazilian favela (squatter village) whose residents try to settle disputes outside the regular courts. In his writings (excerpts from which are included), Santos stresses the rhetorical aspects of law and the legal aspects of rhetoric, suggests three dimensions for the analysis of a dispute (direction, interpretation, and presentation), and discusses the areas of implicit and explicit discourse. He closely follows a classical model, and the concept of topoi dialectical and rhetorical proofs that reason from generally accepted opinions and arguments is central to his rhetorical system. He also considers nonverbal communication. With respect to Pasargada law, Santos develops topoi of ratification, repetition, retribution and restitution, moral justification, fairness, reasonableness, and cooperation. Santos's examination of the legal system in Pasargada has resulted in an important study in the application of rhetorical theory to real problems. As a classical rhetorician with a solid understanding of the problems of intercultural communication, Santos merits serious attention. (GT)

ED 169 570 CS 502 340

Rohrer, Daniel M.

Policy Systems Debate: A Universal Paradigm of Argumentation Theory.

Pub Date-Nov 78

Note-35p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiences, *Debate, *Decision Making, Higher Education, *Logic, *Models, *Persuasive Discourse, Policy Formation, *Public Speaking, Rhetoric, Secondary Education, Theories

An emphasis on logic is the basis of argumentation theory and practice, both past and present; the policy systems model of debate which is based on the assumption that argumentation is a means for injecting rationality into choice sharpens and clarifies traditional ideas and suggests significant new approaches, while retaining existing principles. Rational decision making may be divided into two categories: single value choice and multivalue preference. Single value choice involves questioning whether the system can promote the goal, the extent to which the system achieves the goal, how long it takes to achieve the goal, and relative costs, consequences, and concomitants; multivalue preference differs only in complexity. Barriers to rational preference include information gaps regarding crucial information, theories, causality, or predictable outcomes, as well as inherent human limits. The argumentation process is accomplished by identifying areas of agreement, isolating areas of disagreement, offering quasi-logical arguments, seeking to predict the outcome of future events, and allowing the audience the advocate, the opponent, the judge, or a universal audience to check the method of the advocate. The style of public debate and tournament debate should be essentially the same. (GT)

ED 169 571 CS 502 373

Peter[illegible]n, Eric E.
Oral Interpretation as Performing Performance.
Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978); Not available in hard copy due to marginal legibility of original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), Definitions, *Information Theory, Intellectual Disciplines, *Interpretive Reading, Literature, Models, *Performance, *Speech Communication, *Theories

A three-step process of description, reduction, and interpretation is employed in this paper in disentangling the complex of relationships involved in oral interpretation. In the description, contributions from various disciplines are synthesized; among the topics discussed are the communication process model usually employed in descriptions of oral interpretation, the difference between cybernetics and oral interpretation as a communicative process, and descriptions of oral interpretation as metonymy (part-to-whole relation) and metaphor (part-to-part/whole-to-whole relation). The definition of oral interpretation as performance of literature is exposed as inadequate, since literature is always already a performance. In the reduction step, the paper describes the multiplicity of messages in structuralist terminology as a paradigmatic/syntegmatic relation, identifies two organizations of possible relation as those of multifinality and equifinality, and redefines oral interpretation as performing performance.'' In the third step, that of interpretation, the paper explores the implicit organization of the first two steps, explains how oral interpretation may be considered the paradigm for such theoretical positions as communication theory, phenomenology, and structuralism, and poses several questions of related disciplines. (GT)

ED 169 572 CS 502 418

Harms, L. S., Ed. Barber, Richard J., Ed.

Scenarios on Hawaii's Communication Futures: Round One. Communication in Hawaii Series Report Number 4.

Hawaii Research Center for Futures Study, Honolulu.; Hawaii Univ., Honolulu. Social Sciences and Linguistics Inst.; Hawaii Univ., Manoa.

Pub Date-78

Note-167p.; A number of pages may not reproduce well due to light and small type

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communications, *Creative Activities, *Futures (of Society), Media Technology, *Planning

Identifiers-*Hawaii

This collection of scenarios of the communication futures in Hawaii was produced by the Hawaii Communication Future project as part of an ongoing attempt to bring about the greater awareness of potential communication problems and possibilities for the people of Hawaii. It begins with a discussion of guidelines for writing scenarios of the future including relevance, usefulness, originality, consistency, and communicability. Topics of the 12 scenarios include: A communication futures game for Hawaii, electronic multicultural exchange enhancement, A 2020 Vision of Communication in Hawaii, and Program No. CZ 17403. The report concludes with a section dealing with communication policy and planning issues. (TJ)

ED 169 573 CS 502 420

deButts, John D.

Telecommunications Policy for the Future A Balance of Interests.

American Telephone and Telegraph Co., New York, N.Y.

Pub Date-21 Mar 77

Note-21p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communications, *Competition, Consumer Protection, Needs Assessment, Policy Formation, Public Policy, Responsibility, *Telecommunication, *Telephone Communications Industry

This statement was presented by the chairman of the American Telephone and Telegraph Company before a United States Senate subcommittee hearing on domestic communications common carrier policies. It contains a discussion of the principles that have governed the telephone industry throughout its history and then presents arguments against the Federal Communication Commission's policy of promoting competition in various areas of the telecommunications market. Contending that such competition would increase the cost of telephone service for home ratepayers, impair the quality of that service, and impede telecommunications innovation, the statement concludes with a plea for the development of a long-range telecommunications plan that would create a balance of interest among government, education, business, and entertainment concerns. (FL)

ED 169 574 CS 502 422

Ellinghaus, William M. And Others

Hearings on the Communications Act of 1978/H.R. 13015; Bell System Statements.

American Telephone and Telegraph Co., New York, N.Y.

Pub Date-78

Note-122p.; Attachment K removed due to copyright restrictions and poor reproducibility

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Communications, *Federal Legislation, *Federal Regulation, *Hearings, Policy, *Telecommunication, *Telephone Communications Industry

Compiled by the American Telephone and Telegraph Company, this book consists of testimony presented by executives of that company before the House Communications Subcommittee on issues raised by H.R. 13015 (the Communications Act of 1978). Some of the topics discussed include the value of a regulated monopoly in telecommunications, the danger of divesting the Bell Telephone System of Western Electric, and the design of the nationwide telecommunications network. (Biographies of the executives who testified are included.) (TJ)

ED 169 575 CS 502 437

Spillman, Bonnie And Others

An Interactive, Perceptual and Shared Perspective on Leadership: Development of a Fuzzy Measurement Procedure.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 78
Grant-MCS77-00855
Note-24p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decision Making, *Group Dynamics, Higher Education, Identification, Interpersonal Relationship, *Leadership, *Leadership Qualities, *Measurement Techniques, Research Methodology, *Speech Communication
Identifiers-*Communication Research, *Fuzzy Sets

This report presents preliminary findings concerning the utility and validity of a new fuzzy matrix procedure for the measurement and identification of leader emergence and hierarchical structure of leadership in small groups. The instrument was designed to reflect the interactive, perceptual and shared nature of leadership. Several leadership identification techniques were reviewed, noting their inherent problems. Results from the pilot test demonstrated the utility of the fuzzy measurement procedure, its advantages over rank order measurement, and its ability to extract higher information levels about the structure and emergence of leadership. Several lines of research using this new measurement technique are explored in conjunction with consensus, coalition, and behavioral interactions in small-group research. (Author/RL)

ED 169 576 CS 502 447

Buley, Jerry L.

Communication Competence for Ongoing Relationships.

Pub Date-Feb 79

Note-16p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Communication Problems, *Communication Skills, *Counseling Programs, Daily Living Skills, *Interpersonal Competence, *Interpersonal Relationship, Marriage, *Marriage Counseling, Program Evaluation

Designed to facilitate increased communication competencies of partners in two-person, relatively long-term relationships, the Communicating as a Couple workshop was developed and tested to provide knowledge of specific and useful competencies, along with a rationale, a supportive environment, feedback, and motivation. The four 90-minute exercise units dealt with basic communication principles and competencies for strengthening a relationship, for productive conflict, and for changing and maintaining a relationship. Exercises were designed for skills practice and awareness raising, and included meaning clarification, relationship messages, eye contact and physical distance, open ended questions, nonverbal communication practice, objective nonverbal description, voice practice, and structured self-disclosure, among others. Twenty couples participated and were tested; results indicated that neither the reported frequency of verbal aggression nor the amount of communication changed significantly, although the nature of the communication became much more positive and relationship cooperation and conflict-handling ability were enhanced. (Included are recommendations for developing the field of communication counseling, references, and two sample exercises.) (DF)

ED 169 577 CS 502 453

Hall, Robert N., Ed.

Research in the Communication Arts and Sciences: A Review.

Association for Communication Administration, Falls Church, Va.
Pub Date-Apr 79
Note-73p.; Not available in hard copy due to marginal legibility of original document
Journal Cit-ACA Bulletin; n28 Entire Issue Apr 1979
Pub Type- Collected Works - Proceedings (021) - Information Analysis (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication (Thought Transfer), *Communication Skills, Information Theory, Mass Media, Research, Rhetoric, Rhetorical Criticism, *Speech Communication, Speech Instruction, Theater Arts, Verbal Communication
Identifiers-*Communication Research

The articles in this journal, originally presented at the Speech Communication Association Convention in 1978, reflect the current trends and state of research in the field of speech communication. Based on information selected from publications, theses, dissertations, and convention programs, the 12 articles discuss research in the following areas: speech communication, forensics, interpersonal and small group communication, interpretation, mass communication, rhetoric and rhetorical theory, communication theory, speech and language sciences, and theatre. (MAI)

ED 169 578 — CS 502 455

Cone, Dick Hall, Rahla

Storytelling: All About Me!'' A Tutor-Training Mini Course.

University of Southern California, Los Angeles.
Spons Agency-Robert Sterling Clark Foundation, Inc., New York, N.Y.
Pub Date-Oct 76
Note-30p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cross Age Teaching, Elementary Education, English Instruction, Grade 2, Grade 5, *Interdisciplinary Approach, *Language Arts, *Story Telling, *Teaching Techniques, Tutoring

This booklet provides ideas for a multidisciplinary storytelling course designed to train fifth grade students to act as tutors for second grade students. The various sections of the booklet contain the following: the rationale and objectives for the course, hints on planning the course, an introduction to storytelling, suggestions for teaching content subjects through storytelling activities, storytelling guidelines, sample lesson plans, a self-evaluation sheet for storytellers, and suggestions for working with a class. A list of resources is also included. (FL)

ED 169 579 CS 502 461

Hecht, Michael L.
Contextual Correlates of Communication Satisfaction.
Pub Date-Nov 78
Note-33p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Discourse Analysis, Higher Education, Interaction Process Analysis, *Interpersonal Relationship, *Perception, Social Relations, Time Perspective
Identifiers-*Communication Research, *Communication Satisfaction

To examine the effects of the contextual variables of relationship intimacy and time on communication satisfaction, a study was undertaken involving 252 college freshmen. The subjects participated in one of two treatments. In the first, they were randomly paired and participated in social conversation for 15 minutes. Following the conversation, they rated their communication satisfaction and their perceptions of relationship intimacy with each other. In the second, the subjects recalled either a recent satisfying or dissatisfying social conversation and also rated their perceived communication satisfaction and perceived relationship intimacy. A self-report instrument was used to measure communication satisfaction, and a checklist on which subjects indicated their perceptions of the other party in the conversation as a friend, acquaintance, or stranger was used to measure relationship intimacy. The results showed that communication satisfaction among friends was characterized by interaction management. It was also determined that when satisfaction was measured immediately, the process of communication emerged as an important determinant; however, for recalled conversations, one's intentions prior to the interaction and one's feelings of being understood afterward emerged. (FL)

ED 169 580 CS 502 463

Niles, Lyndrey A.

Homiletics of the Traditional Black Church.

Pub Date-Nov 78

Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Black Culture, *Black Organizations, *Church Role, *Clergymen, *Communication (Thought Transfer), *Religion, Rhetoric

Within the field of black rhetoric, preaching has a significant position. In the days of slavery, a sense of humor and religion allowed slaves to release suppressed emotions in ways that did not offend. The functions of the black church and its preaching include providing adult education, creating social roles, being a news medium, and offering a place to develop leadership. Black sermons are not written in manuscript form, tend to be based on the hereafter, begin by touching the deep emotions of the audience, often include an extended description or re-creation of a Bible story, and have an emotional climax that may be tearful or ecstatic. In addition, black preachers usually use contemporary black language, utilize cadence including occasional intonation or chants, receive responses from the audience during their preaching, and make the service a moving experience. (TJ)

ED 169 581 CS 502 464

Trank, Douglas M.

Secondary Forensic Programs: Can They Survive Current Pressures?

Pub Date- 78
Note-12p.; Study prepared at the University of Iowa
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cocurricular Activities, Communication (Thought Transfer), *Debate, *High School Curriculum, School District Spending, Secondary Education, *Speech Instruction

Secondary school forensic programs have long been under pressure from a variety of sources who question the educational value of such activities. Three relatively new issues will affect the growth and development of these programs: the ``back to basics'' movement, the spending ceilings imposed in local school districts by state legislatures, and the scarcity of qualified and competent forensics directors. Most coaches need to be much better prepared to respond to these issues, they need to develop educationally justifiable cocurricular programs, and they must be prepared to work more closely together as a forensics community. (Author/TJ)

ED 169 582 CS 502 468

Sheahan, Eileen

Moving Pictures: An Annotated Guide to Selected Film Literature With Suggestions for the Study of Film.

Pub Date-79

Note-134p.

Available from-A.S. Barnes & Co., Inc., Box 421, Cranbury, New Jersey 08512 ($9.95 cloth)

Pub Type- Reference Materials - Bibliographies (131) - Books (010)

Document Not Available from EDRS.

Descriptors-Aesthetic Education, Audiovisual Communication, *Film Criticism, *Filmographies, *Film Production, *Film Study, Higher Education, Literary Genres, Mass Media, *Reference Books, Scripts

Intended as a guide for research in the literature of film, this book lists publications that range from early film writings to books published through mid-1977. Entries are listed alphabetically by author or by title, and are numbered sequentially within the following sections: guides and handbooks, dictionaries and encyclopedias, annuals and directories, bibliographies and catalogs, film lists and sources, film histories, biography, film reviews and criticism, periodicals, and dissertations. Each annotation explains the purpose of the work, points out reference features such as bibliography, index, and statistics, and suggests its value for film research. Subject and author/title indexes are included. (MAI)

ED 169 583 CS 502 471

Angoli, Marilyn Hensley, Wayne E.

A Child's Space: Personal Space Preferences of Preschool Children as a Function of Material and Tactile Stimuli.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childhood Attitudes, *Communication (Thought Transfer), Educational Research, *Interpersonal Relationship, *Nonverbal Communication, *Preschool Children, Preschool Education, Social Relations

Identifiers-*Communication Research, *Reciprocity

In the context of reciprocity theory (in which disclosure by one person elicits self-disclosure by another person), personal space preferences of three-, four-, and five-year-old children were examined. Equal numbers of each age group and sex (N 120) were either given or not given material rewards and were either touched or not touched by the experimenters. Results revealed that children chose to be closer after being given a material reward but the same was not true for touching. Consistent messages resulted in closer approach distances than inconsistent messages. It was concluded that children as young as age three recognize and use reciprocity theory in interpersonal relationships. (Author/TJ)

ED 169 584 CS 502 474

Garrison, John P.

Consulting and Communication in Organizations.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consultants, *Educational Research, *Evaluation, Higher Education, Identification, *Needs Assessment, *Organizational Communication, *Organizational Development, Problem Solving

Identifiers-*Communication Research

This paper describes a recent program of organizational awareness and development (OAD) initiated for a university program council. It describes the nature, purposes, and objectives of OAD and its role as a third party. It also provides an example of applied communication research, divided into four phases: (1) diagnostic, (2) feedback, (3) intervention, and (4) evaluation. Each phase is discussed and a sample survey instrument is included. The paper concludes with implications for communication consultants and a copy of the actual summary report presented to the client organization. (Author/TJ)

ED 169 585 CS 502 475

Pace, R. Wayne

Making Contacts and Negotiating Agreements for Organizational Communication Internships.

Pub Date-May 79
Note-13p.; Paper presented at the International Communication Association Conference (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Field Experience Programs, Higher Education, *Internship Programs, *Organizational Communication, *School Industry Relationship

There are several steps in the process of making contacts and negotiating agreements with organizations for the placement of communication interns. The first is to decide on what type of internship will be offered: personnel and employee relationships, training and development, community and public relations, marketing and sales management, or consulting and research. A second step is to decide which direction the program will take: entry level, technical work assignments or management level, analytical work assignments. The next step revolves around placement locations: placing interns in local organizations or in major organization markets. A fourth step is related to making contacts and signing the contract and the process for each. Finally, once the preliminary work is completed, intern conditions must be negotiated including hours to be spent, what the goals in the specific organization will be, and what experiences will be provided for the intern. (Included are documents describing the requirements of an intern program and sample forms for companies and universities involved in intern programs.) (TJ)

ED 169 586 CS 502 4[illegible]7

Issues in Communication. No. 2.

International Inst. of Communications, London (England).

Pub Date-78

Note-59p.; Some pages have small and light type and may not reproduce well

Available from-Publication Coordinator, International Institute of Communication, Tavistock House East, Tavistock Square, London, WC1H 9LG England

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communications, *Communication Satellites, Community, Data Processing, Developing Nations, *Foreign Countries, Information Processing, International Law, *Telecommunication, *Television

Identifiers-*International Communication

This book, the second of a series published annually by the International Institute of Communications (IIC), is based on the papers and discussions of the IIC's Annual Conference and provides a survey of major issues in communication. The five subject headings are: Global Communications: Orders and Patterns, Space Communications, Information and Law, Communications and Community, and The Right to Communicate. Specific topics discussed are: a new international communication order; a global communications order; patterns of information flows; interaction and freedom; the International Television Flows Project; the future of United States space communications; the legal regulation of information and data processing; the Nordic satellite project and international law; communication in rural communities in developing countries; modernization, communication, and community development; the role of telecommunications in socioeconomic development; and how to achieve the right to communicate. (TJ)

ED 169 587 CS 502 478

Totusek, Patsy F.

The Relationship between Classroom Seating Preference and Student Personality Characteristics.

Pub Date-Nov 78

Note-34p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Arrangement, *Classroom Communication, Classroom Environment, *Classroom Participation, Classroom Research, *Individual Characteristics, Interaction Process Analysis, Participant Characteristics, *Student Behavior, *Student Participation

Identifiers-*Seating Arrangement

A review of research indicates that a relationship may exist between student seating arrangement, student personality characteristics, and student/teacher verbal interaction. To test hypotheses about the functional relationship among these concepts, researchers collected personality data from 285 students in two sections of a college introductory communication course, and observed these students either when the students selected their own seats or when the teachers assigned students to randomly selected seats. Both sections used the same auditorium as a classroom, and seating charts verified the position of each student during class meetings. The results, though not conclusive, lend some support to the two hypotheses of the study; students who choose to sit in ``action'' seats (the seats of students who most often interact with the teacher usually the front and central seating positions) tend to receive different personality inventory scores than students who sit elsewhere or who are randomly assigned to sit in action seats. Consequently, students who choose to sit in action seats appear to have greater tendencies toward assertiveness, a high imagination, unconventional attitudes, and a need for help and attention. (RL)

ED 169 588 CS 502 479

Neal, W. Patrick And Others

A Design Approach to Teaching Persuasion: Theory and Application.

Pub Date-Nov 78

Note-27p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Grading, Higher Education, *Persuasive Discourse, *Speech Curriculum, *Speech Instruction, *Teaching Techniques

One course in persuasion reviews six theories of attitude change five based on Otto Lerbinger's designs for persuasive communication (cognitive design, stimulus response design, motivational design, personality design, and social design), and a sixth (perceptual design) developed by the instructors. Instruction in each includes a variety of classroom exercises based on research relevant to the unit under consideration. Grading in the course began as contract grading in which the grade the student wanted and the activities and projects to be completed for that grade were agreed upon ahead of time. This has been modified to a system in which certain minimum requirements have been established for all students and those who wish a grade higher than C'' can complete any of several optional assignments. (TJ)

ED 169 589 CS 502 480

Duran, Robert L. And Others

The Control Dimension of Interpersonal Relationships: Conceptualization, Behavioral Correlates and Measurement.

Pub Date-Feb 79

Note-20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research, *Communication (Thought Transfer), Interaction Process Analysis, *Interpersonal Relationship, *Measurement Techniques, Nonverbal Communication, Verbal Communication

Providing a systematic investigation of the dimensional nature of relationships, this paper focuses primarily upon the control dimension of interpersonal relationships. After establishing a conceptual foundation of the control dimension, the paper next enumerates the verbal and nonverbal indicants of control in regard to their manipulative functions. Finally, it reviews various attempts at measurement and considers the development of more accurate and precise measurements. (FL)

ED 169 590 CS 502 481

Beglarian, Grant, Ed. Knight, Arthur, Ed.

A Report on the 1978 Invitational Conference & Workshop on Film/Video as an Artistic, Professional, & Academic Discipline.

California Univ., Los Angeles. School of Performing Arts.
Pub Date-79
Note-338p.
Available from-University of Southern California School of Performing Arts, University Park, Los Angeles, California 90007 ($10.00 paper)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Audiovisual Communication, *Audiovisual Instruction, *Curriculum Development, *Educational Resources, Film Production, *Film Study, Higher Education, *Instructional Materials, Mass Media, Television

The items in this report represent the proceedings of a national conference that examined the diversity in the objectives and processes of instruction present in university-level programs in film/video education and sought to identify a common core of systematic procedures that could serve as a basis for defining the discipline of film/video. The report contains the program for the four-day conference, a list of the participants, an outline of the statements and recommendations adopted by the participants, an introductory address on the issues involved in the growth and diversity of screen education, and ten papers and complementary responses that focus on the following areas: the diversity and scope of the field, academic processes, supportive resources, and organizational issues. The topics considered include the problem of standards, a definition of film study, teaching models and materials, curriculum development, library resources, technical resources, and outside supplemental agencies and organizations. (MAI)

ED 169 591 CS 502 482

Hall, Robert N., Ed.

Directory of Graduate Programs in the Communication Arts and Sciences, 1979-80.

Speech Communication Association, Falls Church, Va.

Pub Date-78

Note-300p.

Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($6.50 member, $8.00 non-member)

Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-Admission Criteria, Degrees (Titles), *Graduate Study, Higher Education, *Institutional Characteristics, *Speech Communication, Student Financial Aid, Tuition

Intended to provide current information about graduate programs in speech communication to prospective graduate students, teachers, administrators, and counselors, this directory is also useful to speech departments in evaluating or expanding their programs. Information is provided for 279 departments in the following areas: admission requirements, degrees offered, current department enrollment, tuition and fee charges, financial aid available, and areas of graduate concentration. An index to institutions offering doctoral degrees and a list of programs for which no information was received are included. (FL)

ED 169 592 CS 502 483

Weaver, Richard L., II

Training Teaching Assistants to Teach the Basic-Communication Course.

Pub Date-Feb 79
Note-20p.; Paper presented at the Central States Basic Course Workshop (Cleveland, Ohio, February 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Core Courses, Higher Education, *Inservice Teacher Education, *Preservice Education, *Speech Communication, *Teacher Programs, *Teaching Assistants

At Bowling Green State University (Ohio), a training program to prepare and develop teaching assistants to handle the basic communication course has been in effect for five years, and has resulted in strong basic course evaluations and effective teaching on the part of the graduate teaching assistants. The preparation begins in midsummer, when the prospective teachers are sent handouts and teaching materials for the course. It continues, just prior to the beginning of fall term, with a university-wide professional development program'' and a more specific departmental training session that provides experiences in the speech activities the teaching assistants will soon direct. Other parts of the training program continue through the school year, including weekly staff meetings (to discuss grading procedures, effective teaching techniques, and other concerns), class visitations by the t.a.'' director, required participation in a one-credit teacher education course, and optional enrollment in a four-credit course about teaching interpersonal and public communication. The rationale for such a multi-faceted approach to preparing teaching assistants is to offer a subtle combination of structure and flexibility; the program's design gives direction to the t.a.'s but on a wide path that yields consistent experiences to the group without constricting the individual. (RL)

ED 169 593 CS 502 486

Merriam, Mary-Linda

Collective Bargaining: An Administrative Perspective.

Pub Date-Nov 78

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, *Collective Bargaining, *Communication (Thought Transfer), *Conflict Resolution, Higher Education, *Negotiation Agreements, Power Structure, Problem Solving, *Teacher Administrator Relationship, Teacher Role

Because the existing provisions for communication between the administration and faculty of Emerson College had been ineffective, in 1978 the responsibility for contract negotiations was delegated to faculty and administrative teams. The key contract issues identified by the administrative team consisted of revising a clause pertaining to faculty salaries, adding a management rights clause, developing the section on faculty status (appointment, reappointment, promotion, and tenure), defining the role of the department and division chairpersons, setting procedures for yearly faculty evaluations, and rewriting the policy statements that applied to Emerson. To establish team discipline, issues were researched and debated within the teams for three months prior to the negotiations. Guidelines finally adopted by both sides included submitting proposals and counter-proposals in writing, bringing in resource persons with the approval of all members of both teams, initialing articles that were tentatively agreed upon, setting an agenda and meeting time, keeping separate sets of notes, and keeping all agreements tentative pending completion of the final package. Through this communication process, the contract was ratified unanimously by the administration and with only three negative faculty votes. (MAI)

ED 169 594 CS 502 487

Bohan, Robert C.

Inter-Cultural Communication: Teaching Strategies, Resources and Materials for Teaching ESL or How to Change Sabah Al-Khair'' into Good Morning.

Pub Date-Nov 78

Note-8p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Problems, *Cross Cultural Training, *English (Second Language), *Foreign Students, *Instructional Materials, Junior Colleges, *Student Behavior, Teaching Techniques

Speech instructors who teach English as a second language to international students are trying to help those students acquire a basic minimal command of English for success or survival in their education and do not require them to attain the fluency expected of native-born speakers of English. At one junior college where foreign student enrollment has increased dramatically, the problems in teaching English as a foreign language are related to the minimal grasp of English the students have and the range of ability in each class. Because of these difficulties, the instructor has found it useful to use a variety of materials as the basis for teaching, including menus from local restaurants, newspapers, texts from the students' courses in written English, and the state drivers' handbook. Class discussions stem from problems faced by the students, such as moving from a rigid society to one with fewer restrictions, lack of awareness of American taboos, financial problems, politics, time concept, and exploitation by local businesses. (TJ)

ED 169 595 CS 502 488

Simms, Steven A.

Grounding a Stereotype Theory: Reference Group Variable and the Homosexual Stereotype.

Pub Date-May 79

Note-20p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Characterization, *Communication (Thought Transfer), Cultural Images, Higher Education, *Homosexuality, Programing (Broadcast), Role Perception, *Social Relations, *Stereotypes, Television

Identifiers-Communication Research

To ascertain the audience's perception of the homosexual stereotyped character in reference to the social contact variable, two groups were shown a television situational comedy that depicted two homosexual characters. The two groups, one composed of 45 homosexual and the other of 95 heterosexual college students, were then asked to evaluate the show and the characters' interactions by means of a questionnaire. The questionnaire was divided into three sections: background information, including media habits and attitudes; perceptions of the television show and its characters; and information concerning interpersonal relationships. An analysis of the responses revealed that the homosexual sample felt that the homosexual television characters were partially unrepresentative of their culture and that they were stereotyped. Heterosexuals with homosexual social contacts more readily agreed with the homosexuals' evaluation of the stereotypic nature of the television characters than did heterosexuals with no gay social contacts. Both groups of heterosexuals, however, indicated that the characters were partially representative of the homosexual community. The findings also indicated that homosexuals are most offended by stereotypes in general on television, followed by heterosexuals with homosexual social contacts. Those least offended by television stereotypes in general were the heterosexuals with no homosexual social contacts. (FL)

ED 169 598 CS 502 489

Mills, Norbert H.

The Role of Forensics in Speech Communication: Reassessment toward the Future.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cocurricular Activities, *College Curriculum, *Curriculum Development, *Debate, Degree Requirements, Educational Objectives, Higher Education, Preservice Education, *Speech Communication, Student Participation

Identifiers-*Forensics

The tradition of forensics is being threatened by philosophical differences within departments of speech communication. If the area of forensics is to regain its former academic and cocurricular prominence, directors of forensics need to adjust to changing philosophies and needs. They must clarify the aims and goals of forensics programs, establish the significance of cocurricular offerings in forensics, and demonstrate that forensics deserves a place of prominence in speech communication departments. As nearly as possible, all speech communication majors should be exposed to forensics, and cocurricular and extracurricular forensics activities should be made more meaningful to a larger and more diverse part of the student body. Formal courses in argumentation, courses in the philosophy and directing of forensics, and participation in forensics activities should be required of all speech communication education majors and minors. Structural changes should be considered for such aspects of forensics education as the tournament system, noncompetitive activities, and intramural forensics. (GT)

ED 169 597 CS 502 490

Steele, Joe M.
Assessing Speaking and Writing Proficiency Via Samples of Behavior.
Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Daily Living Skills, Educational Research, *Evaluation Methods, Higher Education, *Performance Tests, Speech Skills, *Test Reliability, *Test Validity, *Undergraduate Students, Undergraduate Study, Writing Skills
Identifiers-*College Outcome Measures Project

The College Outcome Measures Project (COMP) was established to develop, validate, and implement measures of the knowledge and skills that undergraduate students are expected to acquire and that are important to effective adult functioning. The COMP Measurement Battery yields a ``communicating'' score based in part on a speaking assessment and a writing assessment, each composed of three role-playing tasks. A high content validity for the scales has been established due to input from communication experts at a diverse group of institutions, the use of standardized role-playing tasks rather than experience-based writing topics, the sensitivity of the assessment to the levels of proficiency normally acquired by undergraduate students, and the establishment of the importance to effective adult functioning of the skills defined by the COMP rating scales. Three studies of interrater reliability for the COMP measures were conducted. In the first study, the correlation between two independent ratings of 74 speaking samples was .83. In the second study, the correlation between two independent ratings of 61 writing samples was .70. In the final study, two raters who had been trained by a refined set of training materials achieved .89 correlation in rating 50 writing samples. The studies show that speaking and writing samples can be measured reliably. (GT)

ED 169 598 CS 502 492

Leonard-Barton, Dorothy Rogers, Everett M.
Adoption of Energy Conservation among California Homeowners.
Pub Date-May 79
Note-34p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Change Strategies, *Citizen Participation, Communication (Thought Transfer), Communication Problems, *Conservation Education, *Energy Conservation, Home Management, Public Affairs Education, *Publicize, Public Relations, Speech Communication
Identifiers-*Communication Research

In spring 1977, just as California was emerging from one of the worst droughts in its history, 215 Palo Alto homeowners were interviewed about their views on energy and water conservation, and about the extent to which they had adopted 11 energy-conserving practices (ECP) in the home. The objective was to discover variables both important to respondents' decisions to conserve gas in their homes and influential as part of communication campaigns. House structure accounted for 29% of the variance in actual gas usage, with adoption of the 11 ECP explaining 9% of the remaining variance in gas usage. Adoption levels were predicted by the homeowner's assessment of the personal consequences of adopting each ECP, by ability to make home repairs, by past experience with shortages, and by awareness of a social norm or conservation ethic. The findings suggest that very practical and specific "how to" information, rather than persuasive communication aimed at changing general energy-related beliefs, is needed in the promotion of energy conservation. In addition, neighborhood information networks could prove effective channels for the diffusion of energy conserving practices. (Author/RL)

ED 169 599 CS 502 494

Babich, Roger M. Scafe, Marla
A Critical Examination of Classroom Communication Observation Techniques.
Pub Date-May 79
Note-38p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1979)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Communication, *Classroom Observation Techniques, Educational Research, Elementary Secondary Education, Interaction Process Analysis, Student Teacher Relationship
Identifiers-*Communication Research

More than 100 classroom communication observation instruments are surveyed and assessed from a communication-based perspective in this paper. In an overview, a schema designating three main types of approaches is established; they include behavioral descriptive, message functional, and cognitive/affective inferential observational categories. Next, the paper presents an application of a communication perspective to a critical assessment of the techniques; this application centers around the areas of verbal/nonverbal behavior descriptive potential, sensitivity to noting participant interactions, teacher/student behavior perspectives, and classroom roles and ecology biases. Following a close examination of three significant techniques, a commentary concerning their values and limitations as communication observation systems is offered. The paper concludes with recommendations concerning criteria for selection of an instrument. (Author/FL)

ED 169 600 CS 502 496

Ritter, Kurt W.

The Alger Hiss Perjury Trials: A Dramatic Perspective on Legal Rhetoric.

Pub Date-May 79
Note-17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), *Court Cases, Court Litigation, Credibility, Crime, *Drama, *Persuasive Discourse, *Rhetoric
Identifiers-*Hiss (Alger)

The two Alger Hiss perjury trials of 1949 provide an opportunity to compare two different aspects of trial drama: courtroom drama and crime drama. Much recent scholarship on legal rhetoric has acknowledged the dramatic quality of courtroom communication, which results in part from the physical appearance of the courtroom and the style of language used. The dual quality of trial drama stems not only from the contest between the plots of the prosecution and the defense, but from the tension between the immediate courtroom scene and the distant scene of the crime. In the first Alger Hiss perjury trial, the prosecution focused on the testimony and truthfulness of Hiss's accuser, Whittaker Chambers, thus stressing the courtroom drama rather than the crime drama; the defense then attempted to discredit Chambers and portray Hiss as honorable. This trial resulted in a hung jury. In the second trial, the prosecution focused attention on the crime scene, agency, and act, rather than on the courtroom personalities of Hiss and Chambers. This shift in attention worked to Hiss' disadvantage, as the jury found him guilty. The examination of these trials suggests that an understanding of courtroom communication can be enhanced if rhetorical critics occasionally employ a dramatic perspective. (GT)

ED 169 601 CS 502 498

Lujan, Philip D. Dobkins, Dave

Communicative Reticence: Native Americans in the College Classroom.

Pub Date-Nov 78
Note-14p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *American Indian Culture, *American Indians, Behavior Patterns, *Communication (Thought Transfer), Cultural Awareness, *Cultural Differences, Cultural Factors, Ethnic Groups, Guidance Counseling, Higher Education, Nontraditional Students, *Student Adjustment

It has been found at the University of Oklahoma, where from 40 to 45 different native American tribal groups are represented, that even with considerable attention to the needs of such students they have poor chances of accomplishing their educational goals or of viewing as positive their university experience. The crosstribal value of interpersonal harmony, manifesting itself as the avoidance of verbal conflict, appears in the classroom as the avoidance of discussion participation, the avoidance of or refusal to answer direct questions calling for judgments and opinions, and the failure to ask questions. These behaviors contrast directly with those valued in the classroom and are compounded by the native American student's reticence to seek help outside the family or cultural unit. A threefold strategy respecting such students' decision-making ability include the following: informing such students of their options and the cost of these options, the creation of safe environments for students to acquire behaviors appropriate to such options, and the promotion of greater faculty awareness to preclude inappropriate judgment. (DF)

White, Jacqueline A.

A Methodological Review of Jury Research in the United States.

Pub Date-May 79

Note-32p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Information Analysis (070) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication (Thought Transfer), Conflict Resolution, *Court Cases, *Decision Making, *Group Dynamics, Group Relations, Organizational Communication, Problem Solving, *Research Methodology, Research Needs

Identifiers-*Communication Research, *Juries

Researchers who have attempted to study the functioning of the jury in the United States have been hampered by the absolute confidentiality of jury deliberations. Research methodologies have tried to circumvent this difficulty by using simulated juries, and have focused largely on the influence of the social status of jurors during deliberations. More recent research, however, suggests that jurors seldom change opinions during deliberations, so future study of the influence of status on verdict should consider the status attributes which predispose jurors to particular verdicts. Although more recent studies have been methodologically superior in the accurate reproduction of courtroom atmosphere, even greater accuracy can be attained by use of the participant/observer method, which is recommended in view of the right of the researcher-as-juror to publish about the trial experience. This method could yield the first case study of the United States jury. Further research is suggested on the effects on jurors' decision making of such factors as jurors' training and their listening comprehension, stress, friendship clique formation, jurors' perceptions of defendants' worth and jurors' taking into account of extralegal considerations. Research may prove to be a catalyst for reform in the jury selection process. (DF)

ED 169 603 CS 502 500

Rodgers, Raymond S. Barefield, Paul A.

LEXIS: Applications for Research in Communication & Law.

Pub Date-May 79

Note-12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Computers, *Data Bases, *Information Retrieval, Law Libraries, Research Design, Researchers, *Research Tools, Search Strategies

Identifiers-*LEXIS System

One response to the large and rapidly growing number of legal cases with which nonlawyer researchers must deal is computerized legal data retrieval technology. LEXIS, an example of such technology, improves upon traditional research tools in two ways: it increases the speed with which researchers may discover relevant documents and, through its full-text Key Word in Context (KWIC) approach, it frees researchers from preestablished legal index headings and enables them to formulate unique search requests. The LEXIS system currently consists of several "libraries," including all United States Supreme Court cases dating from 1938 (eventually all Supreme Court cases will be stored). Like other computerized data retrieval systems, LEXIS functions on a combination of features such as connectors and limitors, and it requires carefully phrased search requests to be most effective. While computer time appears to be expensive, the amount of material generated in a short time makes it relatively economical. In brief, LEXIS provides nonlawyer researchers with a speedy, reliable, and relatively inexpensive tool with which to complete their tasks. (FL)

ED 169 604 CS 502 506

Park, Jan Carl

An Annotated Bibliography of Gay and Lesbian Communication Studies.

Pub Date-May 79
Note-9p.
Journal Cit-Alternative Communications; v1 n2 Entire Issue May 1979
Pub Type- Reference Materials - Bibliographies (131) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Conflict, Etymology, *Homosexuality, Interpersonal Competence, Interpersonal Relationship, Language Attitudes, *Language Usage, Nonverbal Communication, Research, Verbal Communication
Identifiers-*Communication Research

The 22 entries in this annotated bibliography represent articles that have lesbian women or gay men as subjects and that deal with a specific verbal or nonverbal communication factor. Topics covered in the entries include patterns of self-disclosure in homosexual and heterosexual college students, interpersonal conflict in homosexual relations, communication behavior of male homosexuals, homosexual labeling and the male role, code switching and sexual orientation, heterosexual bias in psychological research on lesbianism and male homosexuality, male homophobia, and homosexual language. (FL)

Hensley, Wayne E. Angoli, Marilyn
The Perceptual Distortion of Height in Intercollegiate Debate.
Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Body Height, *Communication (Thought Transfer), *Debate, Higher Education, Nonverbal Communication, *Perception, Psychological Patterns
Identifiers-*Communication Research

Both balance and reinforcement theories were used in an examination of the perceptual distortion of height among 146 college debaters. Balance theory predicted that losers would distort winners' heights upward; reinforcement theory predicted that winners would distort losers' heights upward. The results confirmed both predictions. The possibility that the debaters were given to systematic overstatement as a general tendency was examined by observing their estimates of judges' heights. Given the fact that there was no distortion of judges' heights, this possibility was rejected. (Author/FL)

ED 169 606 CS 502 532

Johnson, Mark

Pre-Production Planning for Public Service Announcements: A Case Study.

Pub Date-Oct 78

Note-18p.; Paper presented at the National Association of Educational Broadcasters Conference (Washington, D.C., October 31-November 4, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Content Analysis, Higher Education, Information Dissemination, Mass Media, *Television Commercials, *Television Research

Identifiers-*Advertising

To investigate the factors behind the overall lack of success of televised public service announcements (PSAs), five Marine recruitment PSAs were studied using 138 college undergraduate students (75% male and 90% freshmen and sophomores). Results indicated the following: in general, the PSA messages were perceived as alienating by the students; specific military features had no alienating effect; the PSAs were too old; the PSAs created false impressions that could be expected to negatively affect recruitment; and the PSAs failed to ``get to the point.'' It was concluded that PSAs apparently offered too few positive elements when weighted against the specific changes they were intended to effect. (Study data and specific production recommendations are appended.) (DF)

EA

ED 169 607 EA 011 395

Part 7: Special Projects Act and Miscellaneous Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 (July 13, 14, 19, 20, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-77

Note-833p.; Best copy available

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors-Art Education, Educational Finance, *Educational Legislation, Elementary Secondary Education, Equal Education, Equalization Aid, Ethnic Studies, *Federal Aid, *Federal Legislation, *Federal Programs, *Federal State Relationship, Finance Reform, Gifted, Higher Education, Metric System, Reading Improvement, Sex Fairness, *State Federal Aid, Talented Students

Identifiers-Congress 95th

This document contains testimony, prepared statements, letters, and supplemental materials submitted during four days of hearings held in July, 1977. Under consideration was a bill to extend for five years a number of programs authorized in the Education Amendments of 1974. Discussed are the history, progress, and funding of the following: the National Reading Improvement Act, the Assistance to States for State Equalization Plans, the Women's Educational Equity Act, and the Ethnic Heritage Studies Act. Also discussed are three programs authorized under the Special Projects Act in the Education Amendments of 1974: the Gifted and Talented Children's program, the Metric Education program, and the Arts Education program. (MLF)

ED 169 608 EA 011 396

Part 8: ESEA Consolidated Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 (July 26, 27, and 28, 1972).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-77

Note-429p.; Best copy available

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Demonstration Projects, Dropout Prevention, *Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Federal State Relationship, Health Services, Instructional Materials, Instructional Materials Centers, Instructional Media, Library Materials, Low Income Groups, Nutrition, School Libraries, *State Federal Aid, Supplementary Educational Centers

Identifiers-Congress 95th

This document contains testimony, prepared statements, letters, and supplemental materials submitted during three days of hearings held in July, 1977. Under consideration was a bill to extend for five years a number of programs authorized in the Education Amendments of 1974. The Education Amendments of 1974 consolidated a number of categorical programs into two parts under Title IV, Parts B and C. Part B authorizes funds for school library resources, textbooks, and other instructional materials; testing, guidance and counseling; and equipment and minor remodeling to strengthen instruction in the academic subjects. Part C authorizes funds for supplementary education centers and services; strengthening state and local educational agencies; dropout prevention; and demonstration projects to improve school nutrition and health services for low-income children. This consolidation was enacted to simplify the administration of these federal programs, and the hearings were held to learn how the structure appeared to be working. (MLF)

ED 169 609 EA 011 397

Part II: A Bill to Provide Educational Proficiency Standards. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 6088 (September 12 and 15, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-77

Note-142p.; Best copy available

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Standards, Basic Skills, Educational Accountability, *Educational Legislation, Federal Aid, *Federal Legislation, Federal Programs, *Federal State Relationship, Higher Education, *Minimum Competency Testing, *Performance Based Education, Secondary Education, State Departments of Education, *State Federal Aid, Teacher Education, Testing Programs

Identifiers-Congress 95th

This document contains testimony, prepared statements, letters, and supplemental materials submitted during two days of hearings held in September, 1977. Under consideration was a bill to amend the Elementary and Secondary Education Act of 1965 to require state educational agencies to establish basic standards of educational proficiency applicable to secondary school students. Admiral H. G. Rickover expressed strong beliefs that the educational system is falling behind the needs of society. The president of Miami University at Oxford, Ohio, Dr. Phillip Shriver, testified that many entering freshmen are not prepared for college level work. The second day of testimony, Representative Ronald Mottl announced that he planned to introduce a substitute bill that would allow local systems to initiate minimum competency testing on a voluntary basis. Further testimony was presented favoring the federal government helping states establish standards but maintaining local control. Dr. Mary Berry, Assistant Secretary for Education of HEW, discussed issues of problem definition and development of national educational standards. Mr. John R. Andrisek, superintendent of Berea City Schools in Ohio, described their minimum competencies program. Mrs. Carolyn Warner, superintendent of public instruction in Arizona, described Arizona's continuous uniform evaluation system. Mr. Barry Beal, supervisor, department of development and evaluation, Denver Public Schools, described the Denver experience with minimum competency examinations. (MLF)

ED 169 610 EA 011 398

Part 20: Field Hearings on H.R. 15, A Bill to Extend the Elementary and Secondary Education Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 15 (February 10 and 11, 1978).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-78

Note-289p.; Best copy available

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Skills, Compensatory Education Programs, Educational Disadvantagement, *Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Federal State Relationship, Instructional Materials, Low Income Groups, Lunch Programs, Migrant Child Education, Reading Improvement, *State Federal Aid

Identifiers-Congress 95th

This document contains testimony, prepared statements, letters, and supplemental materials submitted during field hearings held one day in Lexington, Kentucky, and another day in Minneapolis, Minnesota, in February, 1978. Under consideration was a bill to extend for five years a number of programs authorized in the Education Amendments of 1974. During 1977 the subcommittee held 53 days of hearings in Washington, D.C., on all the major federal elementary and secondary education programs that expire in 1978. The two hearings outside Washington were held to hear the opinions of people involved on the state and local levels regarding how these programs are working, what problems are being experienced with them, and how they might be improved. The testimony of 30 individuals touched on diverse topics, with the majority favoring continued federal aid, but critical of the paper work and regulations involved. Persons speaking in Lexington stressed the importance of reading programs and instructional materials for the schools in Appalachia. (MLF)

ED 169 611 EA 011 399

Part 21: The Administration's Proposals for Elementary and Secondary Education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 11282 (February 28 and March 6, 1978).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-78

Note-796p.; Best copy available

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Skills, Disadvantaged Youth, Economically Disadvantaged, *Educational Legislation, Elementary Secondary Education, Equal Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Federal State Relationship, Program Administration, Program Effectiveness, *State Federal Aid

Identifiers-Congress 95th

This document contains testimony, prepared statements, letters, and supplemental materials submitted during hearings held in Washington, D.C., on February 28 and March 6, and in Alexandria, Virginia, the evening of March 6, 1978. The first day of the hearings, Joseph Califano, the Secretary of HEW, presented the administration's proposal for reauthorization of all the major federal elementary and secondary education programs that was subsequently introduced as bill H.R. 11282. The bill is to extend and amend the Elementary and Secondary Education Act of 1965 and related programs, to establish programs to promote the improved achievement of children in basic skills and to assist state and local educational agencies to enhance the quality of their education programs, to improve the administration of federal elementary and secondary education programs, and for other purposes. Califano was questioned at length by members of the subcommittee. The second day of the hearings in Washington, the committee heard from Commissioner of Education Ernest Boyer, who elaborated on how the administration's legislative package will improve administration of these programs and cut down on paper work. An additional 16 witnesses were heard at that hearing and nearly 30 witnesses testified that evening in Alexandria, Virginia. Testimony offered by witnesses concerned various aspects of the bill: primarily allocation methods, distribution of funds, and paperwork involved. (MLF)

Student Activities Programs. The Best of ERIC, Number 45.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-400-78-0007
Note-5p.; Parts may not reproduce clearly due to colored background
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (Free)
Pub Type- Information Analysis (070) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Cocurricular Activities, Elementary Secondary Education, Group Dynamics, Intramural Athletic Programs, Principals, *Program Administration, Program Development, Student Government
Identifiers-Information Analysis Products

This bibliography contains twelve annotations from the ERIC system that focus on practical aspects of student activities programs. Publications cited deal with planning, organizing, evaluating, and funding of such programs. The principal's function is highlighted. One publication presents findings of a national survey concerning student activities programs, while another presents a 450-item bibliography on the topic. Some entries discuss particular programs such as intramural sports, student councils, or student leadership classes, while others focus on general aspects such as group dynamics. (JM)

ED 169 613 EA 011 471

DeLaurier, Frank And Others

Developing and Implementing an Administrative Training Program: Hiring School Personnel.

Pub Date-78

Note-119p.; Group Practicum Report, Nova University; Not available in paper copy due to marginal legibility of original document

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education, Elementary Secondary Education, Employment Interviews, Employment Practices, *Inservice Programs, *Personnel Selection, Teacher Selection

Identifiers-Dade County Public Schools FL

This training program, developed and implemented by administrators and personnel specialists, provided administrators in the Dade County Public Schools with skills needed in personnel hiring. In developing the program, consideration was given to the administrators' identified needs, relevant literature, interviews with employment specialists, research on existing employment practices and training strategies, and programs in operation throughout the country. The training program provided administrators with opportunities to acquire skills in developing job descriptions, preinterview screening, interviewing, and personnel selection. Emphasis was placed on the importance of efficient data collection, objectivity, and judgmental skills. To determine effectiveness of the program, a list of observable criteria was developed to determine whether participants had developed the skills being taught. At the close of the program, 90 percent of the participants were able to develop a satisfactory job description. One hundred percent of participants satisfactorily utilized screening devices to establish lists for interviews. Ninety percent satisfactorily designed employment interviews. Eighty-five percent satisfactorily applied employment criteria to data on individual interviewees. Ninety percent of the participants satisfactorily conducted postemployment interviews. Also included are a selected bibliography, a survey of personnel employment procedures, the personnel directors' rank order of employment criteria, and the manual used in the training program. (Author/JM)

ED 169 614 EA 011 473

Planning for Lutheran High Schools. Guidelines for Getting Started. Part One Exploration Phase Activities. Part Two Coordinated Resources. HO 1.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.

Spons Agency-Aid Association of Lutherans, Appleton, Wis.

Pub Date-78

Note-25p.; For related documents, see EA 011 474-481; Not available in paper copy due to small print size of original document

Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.75)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Check Lists, Church Role, *Feasibility Studies, *Needs Assessment, *Private Schools, *School Planning, Secondary Education

Identifiers-*Lutheran Schools

This booklet is the first in a series of resource materials designed to aid Lutheran communities assess the feasibility of a high school, make plans and responsible decisions for the establishment of a school, and assist existing schools in their ongoing operation. The guidelines in the first part of the booklet present a step-by-step procedure for starting a feasibility study. This includes formation of an exploration group, classification of purpose, compilation of preliminary information, securement of knowledgeable assistance, convocation of key meetings, go or no-go decision, and postdecision procedure. The second part coordinated resources presents arguments in favor of establishing a Lutheran high school and facts about Lutheran high schools. Other material consists of sample forms for meeting agendas, news announcements, a congregation commitment resolution, and helpful hints. (Author/MLF)

Planning for Lutheran High Schools. Steering Committee Handbook. Part One Organization and Guidelines. Part Two Subcommittees. HO 3.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.
Spons Agency-Aid Association of Lutherans, Appleton, Wis.
Pub Date-78
Note-29p.; For related documents, see EA 011 473-481; Not available in paper copy due to small print size of original document
Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Organization, Church Role, *Committees, Educational Finance, Enrollment, Guidelines, Needs Assessment, Occupational Information, *Private Schools, *School Planning, Secondary Education, Site Development
Identifiers-*Lutheran Schools

This booklet describes the role and activities of the steering committee and its subcommittees during the survey phase and planning phase of a new Lutheran high school. All the steps that are to be taken in determining the feasibility of starting a new Lutheran high school in the community are outlined. Other information includes a job description for the steering committee and five subcommittees, a sequential list of each major activity and its subpoints, suggestions of whom to involve, suggested communication procedures, sources of information, and references to other materials that are available. The booklet also defines the interrelationship between the subcommittees, steering committee, and the church structure. (Author/MLF)

ED 169 616 EA 011 475

Planning for Lutheran High Schools. Board of Directors Handbook. Part One Organization and Guidelines. Part Two Ad Hoc Committees. HO 4.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.

Spons Agency-Aid Association of Lutherans, Appleton, Wis.

Pub Date-78

Note-21p.; For related documents, see EA 011 473-481; Not available in paper copy due to small print size of original document

Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Organization, Administrator Guides, *Committees, Educational Finance, Enrollment, *Occupational Information, *Private Schools, *School Planning, Secondary Education, Site Development

Identifiers-*Lutheran Schools

This booklet describes the role and activities of the board of directors prior to the opening of a new Lutheran high school. The board is encouraged to establish ad hoc committees to continue all planning activities initiated by the steering committee in the areas of organization, enrollment, financing, site development, and instruction. This handbook contains a job description of each ad hoc committee's responsibilities, a sequential list of major activities, suggestions for involving people, communications ideas and procedures, and references to other available materials. Also defined is the interrelationship between the board of directors and the church structure. (Author/MLF)

ED 169 617 EA 011 476

Planning for Lutheran High Schools. Resources for Organization Planning. Part One Association Constitution and Bylaws. Part Two Job Description for High School Administration. Part Three Guidelines for Setting Initial Policy. HO 6.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.

Spons Agency-Aid Association of Lutherans, Appleton, Wis.

Pub Date-78

Note-33p.; For related documents, see EA 011 473-481; Not available in paper copy due to small print size of original document

Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.75)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Organization, Administrator Guides, *Legal Responsibility, Occupational Information, Organization, *Private Schools, Records (Forms), *School Planning, Secondary Education

Identifiers-*Lutheran Schools

This booklet provides guides for the organization planning subcommittee for a new Lutheran high school. Included is a sample of an association constitution including articles of incorporation and bylaws. Other examples are given of the Lutheran high school philosophy and Lutheran high school goals. A sample job description for the first administrator is intended to provide a beginning point for the subcommittee in drafting a final document. The last section contains examples of policy for the steering committee to consider. (Author/MLF)

ED 169 618 EA 011 477

Planning for Lutheran High Schools. Resources for Enrollment Planning. Part One Enrollment Projection/Recruitment Strategies. Part Two Transportation Strategies. HO 8.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.
Spons Agency-Aid Association of Lutherans, Appleton, Wis.
Pub Date-78
Note-24p.; For related documents, see EA 011 473-481; Not available in paper copy due to small print size of original document
Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides, Enrollment, *Enrollment Projections, *Private Schools, Public Relations, *School Planning, Secondary Education, *Student Recruitment, *Student Transportation
Identifiers-*Lutheran Schools

This booklet provides enrollment and transportation guides for those planning a new Lutheran high school. Suggestions are made for ways of projecting enrollment prior to the initial opening of school and an enrollment projection method is outlined that can be used in ensuing years. Recruiting strategies are listed and samples provided of a letter to elementary school principals, a news release, a student survey, and a parent interest form. The transportation strategies section suggests specific steps to assess student transportation needs and options to consider before establishing a transportation policy. (Author/MLF)

ED 169 619 EA 011 478

Planning for Lutheran High Schools. Resources for Financial Planning. Part One How Lutheran High Schools Are Funded. Part Two Budgeting and Funding the Exploration, Survey, Planning, and Implementation Phases. Part Three Strategies for Funding the First Year. HO 9.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.

Spons Agency-Aid Association of Lutherans, Appleton, Wis.

Pub Date-78

Note-27p.; For related documents, see EA 011 473-481; Not available in paper copy due to small print size of original document

Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.75)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Budgeting, Church Role, *Educational Finance, Endowment Funds, Financial Policy, *Fund Raising, *Nonpublic School Aid, Private Financial Support, *Private Schools, Public Relations, *School Planning, Secondary Education, Tuition

Identifiers-*Lutheran Schools

This booklet is designed to enable Lutheran community leaders to plan the funding activities required to establish a new Lutheran high school. Treated here are the sources of funds, the relationship of those sources to each other, and the development of steps for securing funds from each source. Various types of development programs are described. The booklet points out those activities that will require funding, formulas and principles that may be used to estimate costs, and some suggestions for funding the costs incurred prior to the opening day of school. In addition suggestions are made for funding the first year the high school is in operation. (Author/MLF)

ED 169 620 EA 011 479

Planning for Lutheran High Schools. Maintaining Fiscal Responsibility. Part One Accounting. Part Two Budgeting. Part Three Five-Year Budget Projection. H 10.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.

Spons Agency-Aid Association of Lutherans, Appleton, Wis.

Pub Date-78

Note-47p.; For related documents, see EA 011 473-481; Not available in paper copy due to small print size of original document

Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($1.25)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountants, *Bookkeeping, *Budgeting, *Educational Finance, Financial Policy, *Private Schools, Records (Forms), *School Accounting, *School Planning, Secondary Education

Identifiers-*Lutheran Schools

This handbook has been prepared to assist new and existing Lutheran high schools. Three major portions of a high school financial system are described: accounting, budgeting, and five-year budget projections. The chart of accounts is described in detail in the accounting section and in the appendices. In order to develop some consistency in the accounting system of all Lutheran high schools, it is hoped that many existing schools will adopt the basic elements of the chart of accounts and report formats outlined in this handbook. It is hoped that all communities starting new Lutheran high schools will adopt this system. Meaningful comparative data is very beneficial to all the high schools as an aid in evaluating their performance. (Author/MLF)

ED 169 621 EA 011 480

Planning for Lutheran High Schools. Resources for Site and Facility Selection. H 11.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.
Spons Agency-Aid Association of Lutherans, Appleton, Wis.
Pub Date-78
Note-16p.; For related documents, see EA 011 473-481; Not available in paper copy due to small print size of original document
Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Facility Requirements, *Facility Utilization Research, *Private Schools, Records (Forms), *School Planning, Secondary Education, *Site Selection
Identifiers-*Lutheran Schools

This booklet is designed to assist the site planning committee in selecting a site for a new Lutheran high school. A list of items, together with two evaluation forms, are supplied to enable the committee to evaluate objectively each available option for an initial facility. (Author/MLF)

ED 169 622 EA 011 481

Planning for Lutheran High Schools. Resources for Instruction Planning. Part One Dynamics of Curriculum Development. Part Two Staff Recruiting and Selection Procedures. Part Three Guidelines for Establishing a Compensation Program. H 12.

Lutheran Church, Missouri Synod, St. Louis, Mo.; Wisconsin Evangelical Lutheran Synod, Milwaukee.

Spons Agency-Aid Association of Lutherans, Appleton, Wis.

Pub Date-78

Note-21p.; For related documents, see EA 011 473-480; Not available in paper copy due to small print size of original document

Available from-School Dept., Board of Parish Education, 3558 South Jefferson, St. Louis, Missouri 63118 ($0.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, Educational Objectives, *Private Schools, Records (Forms), *School Planning, Secondary Education, *Teacher Recruitment, *Teacher Salaries

Identifiers-*Lutheran Schools

This booklet is designed to assist committee members in planning the instructional program for a new Lutheran high school. Suggestions are offered for developing both the general statement of purpose and specific statements of goals for the school. Guidelines are given for identifying sources for obtaining staff members and setting salary schedules for the teaching staff. (Author/MLF)

ED 169 623 EA 011 494

Whetstone, B. D. Yates, Benny
A PMB Primer.
Alabama Education Study Commission, Montgomery.
Pub Date-Jun 78
Note-37p.
Available from-Alabama Education Study Commission, 818 South Perry Street, Montgomery, Alabama 36104 (free to public service institutions when request is made on official letterhead)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Involvement, Cost Effectiveness, Educational Objectives, Elementary Secondary Education, *Program Administration, *Program Budgeting, *Program Planning, Resource Allocations, School Accounting, School Districts
Identifiers-Program Management and Budgeting

This primer introduces the basics of Program Management and Budgeting (PMB) in an effort to demonstrate how PMB can benefit school systems. Short quotes from previous publications on the topic are paired with cartoons designed to clarify the purposes and workings of the program. The publication begins by defining PMB as an alternative financial system designed to help local school system administrators make better decisions on how to spend school funds and to determine the effects of those decisions. It emphasizes the importance of classifying and outlining all activities and identifying the cost of every program and every facet of every program. The publication also highlights the component of PMB that provides an opportunity for the community to have a voice in deciding what programs should be provided. (JM)

ED 169 624 EA 011 495

Meier, Michael John

Desirability and Implementation of IGE/Secondary Schooling in Selected Innovative High Schools. Tehnical Report No. 493.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Contract-OB-NIE-G-78-0217
Note-275p.; Report from the Project on Studies of Administration and Organization for Instruction; Some tables, and appendices B, C, and D may not reproduce clearly due to small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Administrator Attitudes, Educational Innovation, *Educational Research, Field Studies, Individualized Instruction, *Individualized Programs, Organization, *Program Development, Program Evaluation, *Questionnaires, Secondary Education, *Teacher Attitudes
Identifiers-*Individually Guided Education

The purposes of this study were to assess staff perceptions of desirability and level of implementation of Individually Guided Education (IGE)/Secondary Schooling in four high schools implementing programs similar to IGE and to identify factors enhancing or impeding implementation of these programs. Theoretical foundations of the study included IGE principles, social systems theory, leadership theory, and change theory. The field study design employed a questionnaire and an interview to gather school staffs' perceptions. Results indicated that IGE was perceived to be a desirable system of schooling having ``some'' but less than ``adequate'' implementation in each of the four innovative schools studied. Significant differences in the mean desirability and implementation ratings of IGE/Secondary were observed between and among the sample schools. Total desirability and implementation ratings were significantly correlated in three of the four schools studied. Staff perceptions of the desirability and level of implementation of IGE/Secondary were related to their roles in the school. Perceptions of desirability and implementation of IGE/Secondary were also related to number of years served in present position and involvement in team teaching. Numerous factors were perceived as bearing on the implementation of IGE/Secondary programs. (Author/JM)

ED 169 625 EA 011 500

Hayes, Robert B., Ed.

Applied Research in a State Department of Education.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date-Jan 79

Note-109p.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Administration, Educational Finance, *Educational Research, Program Evaluation, Program Planning, *State Departments of Education, Student Evaluation, Test Construction

The primary research goal of the Pennsylvania Department of Education is to help solve problems stemming from recent changes in education. The purposes of this publication are to distribute research products in a consolidated format, to share experience and knowledge with other state agencies, and to encourage the use of research findings as a means of improving education. Chapters 1 and 2 describe administrative, policy, and fiscal studies done at the request of policy-makers. Chapter 3 summarizes project evaluation research at the state level. Instrument development and evaluation of student performance are emphasized in Chapter 4. Chapters 5 and 6 deal with ongoing services provided to other Pennsylvania Department of Education bureaus, offices, or agencies in development of educational programs or in formulation of educational plans such as the master plan for Pennsylvania higher education. (Author/JM)

ED 169 626 EA 011 511

Miles, Matthew B. And Others

OD in Schools: The State of the Art. Vol. V: Implications for Policy, Research and Practice. Final Report.

Center for Policy Research, New York, N.Y.; Ontario Inst. for Studies in Education, Toronto.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Contract-400-77-0051; 400-77-0052

Note-29p.; For related documents, see EA 011 348 and EA 011 508-510; Preface may not reproduce clearly due to light print

Pub Type- Information Analysis (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Agents, Elementary Secondary Education, Federal Government, Foreign Countries, Higher Education, Intermediate Administrative Units, *Organizational Development, School Districts, State Departments of Education

Identifiers-Canada, United States

This is the last in a five-volume series concerned with organization development (OD) in the schools. First, along with discussing limitations of the sampling, it briefly summarizes conclusions from the review of the literature (volume 2), the study of consultants and the study of districts (volume 3), and the three case studies (volume 4). Second, it comments briefly on a working definition of OD in schools and sketches some of the issues that might be involved in its future as far as American and Canadian schools are concerned. Third, it offers advice on policy and practice to local school districts, intermediate units, universities, state departments of education, and federal agencies concerned with education. (Author/LD)

ED 169 627 EA 011 512

Taylor, Beverly Loy

Mapping New Schools. 1: Setting the Stage for Planning. Part 1 in a Series of Four New-School Planning Guides.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-74-0051
Note-137p.; For related documents, see EA 011 513-522 ; Not available in hard copy due to colored background of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, *Change Strategies, Conflict Resolution, Consultants, Critical Path Method, Data Collection, Decision Making, Educational Alternatives, Educational Innovation, Efficiency, Elementary Secondary Education, *Group Dynamics, Group Norms, *Organizational Communication, *Organizational Effectiveness, *Planning Meetings, School Environment, *School Planning

This guide, one of four, is a product of the Project on Social Architecture in Education, initiated to find out what it takes to develop a program and a working social system for a new school. The project began with interviews with school planners and consultants, then moved to the study of six new innovative public schools for a two-and-a-half year period. The four guides are the result of creating learning materials from the field reports and case studies of the research team. They are intended to be helpful to anyone whose mission is to create a new program, a newly opened building, or a radically redesigned school setting. The first guide helps orient the reader to the planning enterprise. After dealing with such issues as the composition of the planning group and planning skills, it sets out the primary planning tasks for a new school. The guides consist of readings to be done individually and exercises to be done individually and/or with a group. The exercises are open-ended and self-analyzing. The materials in each guide are divided into separate modules that may be used independently of one another. Case study illustrations have been printed in italics and boxed to highlight them for easy retrieval. The last section of each guide is a resources piece that lists all references used in the text. (Author/MLF)

ED 169 628 EA 011 513

Taylor, Beverly Loy

Mapping New Schools. 2: Designing Your School. Part 2 in a Series of Four New-School Planning Guides.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-74-0051
Note-148p.; For related documents, see EA 011 512-522 ; Not available in hard copy due to colored background
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, Decision Making, Educational Alternatives, Educational Innovation, *Educational Objectives, Efficiency, Elementary Secondary Education, Group Dynamics, *Organizational Effectiveness, *Planning Meetings, Problem Solving, School Environment, *School Planning, *Social Systems

This guide, the second of four, is intended for persons involved in planning new schools or new programs; that is, comprehensive change projects, especially those that have a new, innovative thrust and where past practice cannot be easily relied on. The guide examines means by which to clarify goals and methods of designing social systems before it focuses on the particular issues of new school design. The material is organized in three modules that deal with these issues. Case study illustrations are included in each module along with a number of exercises for the planning group members to help them formulate their ideas and proceed with the planning. (Author/MLF)

Taylor, Beverly Loy

Mapping New Schools. 3: Mapping Your School's Environment. Part 3 in a Series of Four New-School Planning Guides.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-74-0051
Note-139p.; For related documents, see EA 011 512-522; Not available in hard copy due to colored background of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, Community Attitudes, Community Influence, Cooperation, *Educational Innovation, Elementary Secondary Education, Group Dynamics, Group Unity, Information Sources, *Organizational Effectiveness, *Power Structure, *Public Relations, School Community Relationship, School Environment, *School Planning, Social Structure

This guide is the third of four intended to help persons involved in planning new schools, new programs, or other comprehensive change projects. The materials consist of readings to be done individually and exercises to be done individually and/or with a group. Guide 3 looks at the political side of planning new schools by examining the interface between the new school planners/implementers and their environment (district, community) and then offers a number of strategies and tactics for dealing effectively with that environment. (Author/MLF)

ED 169 630

EA 011 515

Taylor, Beverly Loy Thomas, John W.

Mapping New Schools. 4: Making Your School Work. Part 4 in a Series of Four New-School Planning Guides.

Center for Policy Research, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-74-0051
Note-167p.; For related documents, see EA 011 512-522; Not available in hard copy due to colored background of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, Change Strategies, Community Attitudes, Decision Making, Educational Alternatives, *Educational Innovation, Elementary Secondary Education, Feedback, Intervention, *Organizational Effectiveness, *Personnel Selection, Principals, *Problem Solving, Public Relations, School Community Relationship, *School Organization, *School Planning, Staff Improvement, Teacher Orientation

This guide is the last of four intended to help persons involved in planning new schools, new programs, or other comprehensive change projects. The materials consist of readings to be done individually and exercises to be done individually and/or with a group. Guide 4 focuses on the linkage between the plan and the actual implementation of the new school, on means for staffing the new school, and on troubleshooting and renewing the new school after start-up. This guide is oriented to what might be called the operational link planning/implementation linkage how to make sure that what happens when the school opens is congruent with what the planners envisioned. (Author/MLF)

ED 169 631 EA 011 526

Unionism in Catholic Schools. A Symposium.
National Catholic Educational Association, Washington, D.C.
Pub Date-77
Note-79p.; Papers from a symposium held at the Mercy Generalate (Bethesda, Maryland, October 3-5, 1976)
Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Washington, D.C. 20036 ($4.00; quantity discounts)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, *Catholic Schools, *Collective Bargaining, Elementary Secondary Education, Labor Unions, Teachers

These 1976 symposium papers, presented by school administrators of the National Catholic Educational Association, concern unionism in Catholic schools. Some of the issues covered include theological perspectives of collective bargaining, pros and cons, religious and Catholic teacher unions, tenure problems, and effects on a community of faith. The appendix discusses the history of collective bargaining and the steps to unionizing as well as the social ethics of Catholic school teachers forming unions. (Author/LD)

ED 169 632 EA 011 527

Guidelines for Selected Personnel Practices in Catholic Schools.
National Catholic Educational Association, Washington, D.C.
Pub Date-May 75
Note-46p.
Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036 ($2.00; quantity discounts; orders of less than $10.00 must be prepaid)
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Selection, *Catholic Schools, Inservice Teacher Education, Preservice Education, Principals, *Teacher Characteristics, *Teacher Evaluation, *Teacher Recruitment, *Teacher Selection

This booklet contains various papers, commissioned by the National Catholic Educational Association, on the hiring, education, and evaluation of Catholic school teachers. The topics discussed include (1) guidelines for hiring teachers, (2) characteristics to look for in teachers, (3) preparation of teacher applications and conducting the interviews, (4) results of a survey on preservice and inservice teacher education, (5) hiring a principal, and (6) teacher evaluation. (Author/LD)

ED 169 633 EA 011 528

Glenzinski, Mary, Ed.

National Conference on Catholic School Finance, 1977.

National Catholic Educational Association, Washington, D.C.

Pub Date-77

Note-93p.; Papers presented at the National Conference on Catholic School Finance (3rd, Dallas, Texas, March 6-9, 1977)

Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036 ($3.00; quantity discounts; orders of less than $10.00 must be prepaid)

Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Boards of Education, Budgeting, *Catholic Schools, Educational Development, *Educational Finance, Educational Planning, Elementary Secondary Education, Financial Problems, Financial Support, Lay Teachers, Marketing, Private Financial Support, Program Improvement, Tuition

This book is a summary of papers presented at the Third National Conference on Catholic School Finance held in March, 1977. The topics discussed include the board's repsonsibility for finance, current trends, long-range planning, school reorganization, expansion and building of new schools, marketing, foundations, educational development, funding, budgeting, tuition programs, the all lay-school, and a case study. (Author/LD)

ED 169 634 EA 011 529

Burke, Edward And Others

Negotiations in Catholic Schools.

National Catholic Educational Association, Washington, D.C.

Pub Date-Nov 74

Note-55p.

Available from-Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036 ($2.00; quantity discounts; orders of less than $10.00 must be prepaid)

Pub Type- Opinion Papers (120) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Catholic Schools, *Collective Bargaining, Contracts, Elementary Secondary Education, *Labor Unions, Teacher Associations, Teachers

This book discusses collective bargaining in Catholic schools. The topics covered include the background of teacher unions in Catholic schools, how unions get started, the process of collective bargaining, the teacher contract, and the effects of unions on Catholic school personnel. A glossary and seven-page bibliography complete the document. (Author/LD)

McGhehey, M. A., Ed.
School Law Update 1977.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-371p.; Published Addresses from the Annual NOLPE Convention (23rd, San Francisco, California, November 9-11, 1977); For individual papers, see EA 011 531-556
Available from-National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, Kansas 66606 ($9.95)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Court Litigation, Elementary Secondary Education, Higher Education, *School Law

This book is a collection of 26 addresses made at the 23rd annual convention of the National Organization on Legal Problems of Education. It discusses issues surrounding school law in elementary, secondary, and higher education in 1977 and before. Some of the topics covered include collective bargaining, employee layoff, sex discrimination and reverse discrimination, issues surrounding the First and Fourteenth Amendments, church-state relationship, desegregation, homosexual teachers, declining enrollment, search and seizure, bilingual education, finances, letters of recommendation, out-of-school activities of teachers, and school violence. (Author/LD)

Shifman, Burton R.
Recent Court Decisions on Collective Bargaining in the Public Sector.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-20p.; Chapter 1 of "School Law Update 1977" (EA 011 530); For related documents see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Boards of Education, *Collective Bargaining, *Court Litigation, Elementary Secondary Education, Media Selection, Meetings, School Districts, Teacher Dismissal

This paper focuses on recent, significant court decisions in public sector collective bargaining under the following categories: the job security clause, the choice of instructional materials as the province of the school board under collective bargaining agreements, the effect of open meetings acts on the board of education in collective bargaining negotiations, the discharge of teachers for striking in violation of the Michigan Public Employment Relations Act, the agency shop clause, and the legality of regional teachers' associations acting as collective bargaining agents for individual unit employees. The conclusion states that the cases selected effect a harmonizing of collective bargaining agreements with either individual rights of teachers or statutory rights and duties accorded boards of education. A recommendation calls for a restructuring of the methods by which collective bargaining operates in the public sector. (Author/LD)

ED 169 637 EA 011 532

Phay, Robert E.

Employee Nonreappointment: What Constitutes a Stigma?

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-12p.; Chapter 2 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Civil Liberties, Due Process, Elementary Secondary Education, Higher Education, Probationary Period, *Supreme Court Litigation, *Teacher Dismissal, Teachers, Tenure
Identifiers-*Board of Regents v Roth, *Perry v Sindermann

Two 1972 Supreme Court decisions Board of Regents v. Roth and Perry v. Sindermann established the nonrenewal of teacher appointments. These two decisions presented two questions: Does a nontenured teacher have a constitutional right to be told the reasons for nonreappointment; and, if so, does he or she have a right to a hearing. This paper discusses the two cases with special attention to those situations in which a "liberty" interest (for example, a damaged reputation) has been identified by the courts and the school has been directed to provide notice and a hearing, and those situations in which courts have said no liberty interest has been violated and the school may decline to reappoint a teacher without any procedural observances. The conclusion states that denial of a liberty interest is rare and occurs only when such an interest can be identified (such as through public accusations), or when such charges are placed in a personnel file that is open to the public. (Author/LD)

ED 169 638 EA 011 533

McCarthy, Martha M.

Recent Developments in Sex Discrimination Litigation.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-29p.; Chapter 3 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Admission Criteria, Athletic Programs, *Court Litigation, Elementary Secondary Education, Employment Qualifications, Equal Opportunities (Jobs), Higher Education, Leave of Absence, Pregnancy, Retirement, *Sex Discrimination

Identifiers-Education Amendments 1972 Title IX

This paper discusses sex discrimination as a judicial issue. Cases addressing differential treatment of men and women in the following areas are explored: student admissions practices, student athletic programs, employee pregnancy benefits and maternity leave policies, employee retirement benefits programs, and prerequisites to employment. Also discussed are jurisdictional issues under Title IX of the Education Amendments of 1972, which prohibits sex discrimination against participants in any educational program receiving federal financial assistance. The paper concludes that while judicial declarations adhere to the 'separate but equal' doctrine in sex discrimination cases, the degree of 'equality' required remains obscure. Standards used to evaluate the impartiality of treatment afforded the sexes seem to fluctuate according to judicial mood. Future outlooks seem to indicate the Supreme Court will continue to limit the scope of federal protections and thus force individuals to seek relief from discriminatory practices under state constitutional and statutory provisions. (Author/LB)

ED 169 639 EA 011 534

Steinhilber, August W.

Reverse Discrimination: Recent Cases.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78
Note-15p.; Chapter 4 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Court Litigation, *Elementary Secondary Education, *Higher Education, *Reverse Discrimination
Identifiers-*Bakke v Regents of University of California

This paper discusses reverse discrimination cases with particular emphasis on Bakke v. Regents of University of California and those cases which preceded it. A brief history is given of court cases used by opponents and proponents in the discussion of reverse discrimination. Legal theory and a discussion of court cases that preceded Bakke follow. Finally, the Bakke case itself is discussed in detail, followed by a statement of the positions taken by the University of California, the U.S. Government, civil rights groups, and Jewish civil rights organizations. (Author/LD)

ED 169 640 EA 011 535

Frels, Kelly

Burden of Proof The Controlling Principle in Applying the First and Fourteenth Amendments.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-18p.; Chapter 5 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Civil Liberties, Civil Rights, *Civil Rights Legislation, *Supreme Court Litigation

This paper discusses four major Supreme Court decisions that address the issue of which party has the burden of proof in civil rights cases. Two of the 1977 cases involve the application of the First or Fourteenth Amendments, and two are pattern or practice cases brought pursuant to Title VII of the Civil Rights Act of 1964. The controlling issue of who has the burden to prove what, the paper notes, should determine the outcome of most civil rights cases. The paper discusses pre-1977 burden of proof standards and the four 1977 cases themselves in detail. Conclusions indicate these cases establish some important principles. While the overall burden of proof is on the party seeking redress, the courts will shift the burden at the trial. Once the plaintiff has established a prima facie case, the courts shift the burden to the other party to negate or disprove it. In determining who should have the burden of proof, the courts consider questions of policy and fairness based on their experiences. (Author/LD)

ED 169 641 EA 011 536

Shannon, Thomas A.

Significant School Law Cases Pending Before the U.S. Supreme Court. What Do They Portend for the Governance and Administration of the Public Schools?

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-7p.; Chapter 6 of ``School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Civil Liberties, Elementary Secondary Education, Higher Education, *School Law, *Supreme Court Litigation

Civil rights is the central theme of the cases affecting public school governance that the U.S. Supreme Court has agreed to hear this term. This paper discusses those cases in detail. It also notes that the cases the court refuses to hear have as significant an impact on school district governance as those cases it actually hears. School law cases pending before the court include the issue of whether a school board is a ``person'' under section 1983 of the U.S. Civil Rights Act, whether public school students are entitled to compensatory damages even in the absence of injury or loss, whether a lower court decision threatens the academic independence of a university, and whether school boards must allow maternity leaves with pay. (Author/LD)

ED 169 642 EA 011 537

Swift, Larry E.

Bad Cases Make Bad Law Let's Improve Pre-litigation Labor Relations Practices in Schools.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-5p.; Chapter 7 of ``School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Collective Bargaining, Elementary Secondary Education, Higher Education, *Program Descriptions, *School Districts

This paper discusses the emergence of a system that can improve the capacity of school districts to bargain effectively, administer their contracts evenly, and be served by lawyers who have current knowledge of legal developments within the state. Several conditions lead to uneven results in school district collective bargaining cases. The result, the paper says, is that bad cases make bad law. One way suggested for school districts to improve prelitigation labor relations practices is to contract for negotiations services to be used at the bargaining table and in contract administration. A second way is to employ a service to have the existing school district contract analyzed and to have all proposals reviewed. Finally, a school district can employ paralegal personnel to disseminate legal briefs, memorandum decisions, rulings from the bench, and arbitration decisions gleaned from the council of school attorneys. (Author/LD)

ED 169 643 EA 011 538

Bryson, Joseph E.

Church-State Relationship Recent Developments.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-17p.; Chapter 8 of ``School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, Elementary Secondary Education, Higher Education, State Aid, *State Church Separation, State Legislation

Identifiers-Wolman v Walter

This paper presents church-state issues, both legislative and judicial, decided or pending during the period November 1976 through October 1977. Some of the wide-ranging issues, which are discussed alphabetically by state, include public aid for elementary, secondary, and higher education; religious practices in schools; the teaching of transcendental meditation; the distribution of Bibles on public school campuses; and school boards' observance of religious holidays of employees. The case of Wolman v. Walter, which challenged the constitutionality of financial aid to sectarian schools, is discussed in detail. A table provides a breakdown of each justice's votes on the case. (Author/LD)

ED 169 644 EA 011 539

Anderson, Bobby D.

Some Observations Regarding Recent Court Decisions on Collective Bargaining in the Public Sector from an Educator's Perspective.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-8p.; Chapter 9 of School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Academic Freedom, Collective Bargaining, *Court Litigation, Elementary Secondary Education, *Freedom of Speech, *Role Models, *Teachers

This paper uses recent decisions on collective bargaining involving teachers in discussing educational implications under the headings of academic freedom, freedom of speech for the teacher as a citizen, and the teacher as a role-model for students. It concludes that state legislatures should take action to provide a mechanism by which teachers can have significant input in the decision-making process and resolve disputes within the guidelines of the law. (Author/LD)

ED 169 645 EA 011 540

Brown, Frank

New Rules of Evidence in School Desegregation Cases before the United States Supreme Court.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-11p.; Chapter 10 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Elementary Secondary Education, Higher Education, *School Integration, *Supreme Court Litigation

Identifiers-*Burger Court

This paper explores the attitudes of the Burger Court in school integration cases. It seeks to indicate trends given certain parameters: (1) recent positive decisions in school integration cases, (2) standing to sue and who may sue, (3) opportunities to bring class action suits, (4) tests of evidence used in the case, (5) distinctions by the court in de jure versus de facto segregated school districts, (6) remedies accepted by the court to correct school segregation situations, and (7) other related decisions. The paper concludes that the Burger Court has adopted a decidedly conservative posture in the area of school integration. (Author/LD)

ED 169 646 EA 011 541

Harris, J. John, III

Can Affirmative Action Plans Be Justified under the Compelling Interest Clause of the Fourteenth Amendment?

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-17p.; Chapter 11 of ``School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Affirmative Action, Court Litigation, Elementary Secondary Education, Higher Education, Teacher Role
Identifiers-*Fourteenth Amendment

The purpose of this paper is to discuss whether affirmative action plans for public schools and institutions of higher education can be justified under the compelling interest clause of the Fourteenth Amendment. Part 1 of the paper provides an historical as well as legal chronology of affirmative action in the U.S. Part 2 takes an analytical look at affirmative action in the societal setting. Part 3 examines this contemporary issue in light of discrimination in the schools. Part 4 discusses contemporary educational implications of affirmative action. The conclusion states that although the question of whether affirmative action can be justified under the compelling interest clause is a constitutional one, the power to operationalize this concept to its fullest rests with the citizens. It suggests that educators attempt to alter future public opinion before legal intervention is necessary. (Author/LD)

ED 169 647 EA 011 542

Brooks, Kenneth W. And Others

Homosexuality, the Law, and Public Schools.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-19p.; Chapter 12 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Civil Liberties, *Court Litigation, Elementary Secondary Education, *Homosexuality, *School Districts, *School Systems, Teacher Dismissal

This paper discusses the current issues of homosexuality, the law, and public schools. It states that school administrators need to understand homosexuality as a concept and as a legal issue because research on homosexuality has historically been remiss and court cases regarding the rights of homosexuals are increasing. Following a brief summary of the origins of writings on homosexuality, the document reviews court cases within the past 10 years that deal with the hiring, dismissal, or failure to renew contracts of homosexual teachers. Major implications listed for the future regarding homosexuality and public schools are (1) the views of society and the rulings of courts will continue to become more accepting of the rights of homosexuals, (2) upgrading the knowledge of educators regarding homosexuality will become necessary, (3) court litigation will increase involving homosexuals and public schools, and (4) litigation on homosexuality should be reviewed in graduate courses on school law. A table lists court cases involving homosexual teachers. (Author/LD)

ED 166 648 EA 011 543

Rizzi, Joseph A. Jacobs, Robert M.

Speech and Expression Outside the Classroom as Elements of a School Board's Determination of Teaching Fitness: A Case Study of a Gay Activist.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-20p.; Chapter 13 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Board of Education Role, *Court Litigation, Elementary Secondary Education, Freedom of Speech, *Homosexuality, *Teacher Qualifications

Identifiers-*Gish v Board of Education of Borough of Paramus

Via a case study, this paper explores the legal question of whether a local school board's inquiry into the fitness of its teachers can extend outside the classroom. This issue is discussed within the framework of two divergent views concerning the absolute nature of First Amendment rights on the one hand and a compelling state interest that may justify the invasion or inhibition of such rights on the other hand. Details of Gish v. Board of Education of Borough of Paramus are discussed in terms of the facts and statutory background of the case, actions of the board and constitutional challenge of the statute, applications of constitutional principles, and subsequent legal proceedings. Also discussed are the concepts of sexual expression and the fitness of a teacher. The paper concludes that two lessons are implicit in every judicial decision presented. First, no question exists as to the absolute obligation and right of a local board to determine the fitness of its teachers to continue to be in contact with school children. Second, the scope of legitimate board inquiry into a teacher's fitness must extend to any form of a teacher's conduct that may adversely affect his or her efficient performance of public services. (Author/LD)

ED 169 649 EA 011 544

Boyer, Thomas L. Nassau, Stephen M.

Legal Aspects of Declining Enrollment.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-7p.; Chapter 14 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately see EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Declining Enrollment, Elementary Secondary Education, Financial Problems, Job Layoff, *Reduction in Force, School Districts, School Systems, State Legislation, Teachers, Tenure

This paper reviews the legal aspects of declining enrollments in school districts and the resultant problems of reducing the teaching staff. It suggests that school administrators and boards of education become familiar with their state tenure statutes or have access to competent legal counsel who specializes in that area of law, make decisions to reduce staff predicated on well-reasoned estimates of enrollment and the financial position of the school district, and not overlook the common sense approach. (Author/LD)

ED 169 650 EA 011 545

Nassau, Stephen M.

Collectively Bargained Approaches to Declining School Enrollment.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-10p.; Chapter 15 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Affirmative Action, Collective Bargaining, *Declining Enrollment, Elementary Secondary Education, Higher Education, *Job Layoff, Reduction in Force, School Districts, School Systems, *Teachers

This paper discusses how the inevitable upheavals caused by economic difficulties surrounding declining enrollments can be lessened by dealing with the subject in the collective bargaining arena. Through joint participation in the negotiations process, school administrators and teachers can reduce tensions associated with the right of an employer to lay off employees and can come to an agreement on giving notice before layoffs and selection of those to be laid off. This paper also deals with affirmative action considerations and alternatives to layoffs. (Author/LD)

ED 169 651 EA 011 546

Mondschein, Eric S. West, Michael A.
Search and Seizure in Higher Education.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-11p.; Chapter 16 of ``School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-College Students, *Court Litigation, Dormitories, Higher Education, *Search and Seizure
Identifiers-*Fourth Amendment

This paper reviews the application of the Fourth Amendment, which protects persons against unreasonable search and seizure, as it applies to the student-college relationship. The topics discussed in terms of federal and state court decisions include warrantless searches, delegation of authority to conduct searches, notice of identity and purpose to occupants of the room, the scope of a search warrant, inventory searches, objects in plain view, and the rights of private colleges in search and seizure. (Author/LD)

ED 169 652 EA 011 547

de Bruin, Hendrik C.

Bilingual/Bicultural Education Update of Lau v. Nichols.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-11p.; Chapter 17 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Bilingual Education, *Court Litigation, Elementary Secondary Education, Federal Legislation, *Multicultural Education, Non English Speaking
Identifiers-*Lau v Nichols

This paper updates cases, legal concerns, and educational practices relating to bilingual/bicultural education since the case of Lau v. Nichols was decided. Lau v. Nichols was a class action suit in which it was argued that education had been denied to Chinese-speaking children because English was the only language spoken in the public schools in San Francisco. Some of the conclusions drawn include (1) parents who bring a class action suit against a school district to implement a bilingual education program, or to expand an existing program, should plead violation of Title VI of the Civil Rights Act of 1964, not violation of the equal protection clause of the Fourteenth Amendment; (2) a suit should be brought only if large numbers of students are deprived of bilingual education; (3) school districts that have a bilingual program and can show that efforts are being made to increase the numbers of students involved will be relatively safe; and (4) achievement test data will substantially strengthen a case when it can be shown that minority students score lower than their nonminority counterparts. (Author/LD)

ED 169 653 EA 011 548

Salmon, Richard G. Alexander, M. David

The Battle to Reform Public School Finance Systems: 1968 to Present.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-18p.; Chapter 18 of ``School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, Elementary Secondary Education, Equal Education, *Equalization Aid, *Finance Reform, Public School Systems, State Aid
Identifiers-Robinson v Cahill

The purpose of this paper is to review briefly the major federal and state cases dealing with fiscal equalization in state school support programs and to discuss, in depth, the conflicting rulings in the state courts, with particular attention given to the problems created by use of the ``thorough and efficient'' concept in Robinson v. Cahill. In this case, the court found that the New Jersey state school finance system discriminated against pupils in poor districts and also discriminated against taxpayers by imposing an unequal burden for public education. The paper concludes that it is extremely difficult to analyze state school fiscal equalization decisions and accurately predict how a court in another state will rule in a similar situation. It predicts that the weight of the federal cases, coupled with recent decisions rejecting attacks on state school finance systems, will inhibit many state courts from entering the confusing world of fiscal equalization of educational opportunity. (Author/LD)

Andrews, Michael E.

Serrano II: Equal Access to School Resources and Fiscal Neutrality A View from Washington State.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-28p.; Chapter 19 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556; Reprint
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Court Litigation, Educational Finance, Elementary Secondary Education, *Equal Education, *Equalization Aid, Equal Protection, Finance Reform, Public School Systems, *Tax Allocation
Identifiers-*Serrano v Priest

This paper discusses an approach to solving the school financing problem that treats separately the twin concerns of taxational and educational equity. Part 1 reviews the decision of the California supreme court in Serrano 1 as it relates to these concerns and the manner in which the state district court on remand attempted to utilize the concept of fiscal neutrality to resolve these problems. Part 1 then concludes with a review of the equal protection analysis utilized in Serrano 2 and the potential impact of the analysis on school resource development. Part 2 provides a review and critique of the school finance schemes suggested in Serrano 2 as constitutionally acceptable alternatives to the existing system of school finance. Part 3 briefly discusses a suggested legislative response to Serrano 2 the key feature of which is the separation of revenue production from distribution. (Author)

ED 169 655 EA 011 550

Grinstead, Kenneth

Freedom of Speech Rights of Public School Students.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-19p.; Chapter 20 of School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, *Freedom of Speech, *High School Students, Secondary Education, Student Rights

Identifiers-First Amendment, *Tinker v Des Moines Independent School District

This paper discusses the legal aspects of public school students' First Amendment free speech rights in the school setting. Tinker v. Des Moines School District, the most notable court decision upholding free speech rights, is used as a basis for discussion throughout. The paper reviews the current legal status of students' free speech rights as seen in post-Tinker Vietnam-related cases and race-related cases. Also discussed are students' rights to receive information and to refuse to participate in the flag salute. One section details problems involved with prohibiting the wearing of T-shirts with messages. The paper concludes that schools can prohibit the wearing of buttons and other emblems and insignia, picketing, the wearing of message-bearing clothing, and any speech that promotes diversion, disruption, or interference with the normal operation of the school. However, serious constitutional problems arise when schools limit rights protected by the First Amendment, such as freedom of expression and the communication of ideas. Decisions must be made on a case-by-case basis. (Author/LD)

ED 169 656 EA 011 551

Fisher, M. Byron

The Imagination of Students Is Not Always Free Speech.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-4p.; Chapter 21 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-566

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Behavior Standards, *Community, *Freedom of Speech, *High School Students, Secondary Education

This paper discusses how contemporary community standards influence court decisions regarding First Amendment rights of free speech. It briefly reviews controls of free speech, the problem of language use, free speech as it affects orderly conduct, and disciplinary procedures. (Author/LD)

ED 169 657 EA 011 552

Clear, Delbert K.

Negative Statements in Letters of Recommendation: From Defamation to Defense.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-11p.; Chapter 22 of "School Law Update 1977" (EA 011 530); for related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Court Litigation, Elementary Secondary Education, Letters (Correspondence), *Teacher Evaluation

Identifiers-Burish v Rice

Using a 1974 case in a Wisconsin court Burish v. Rice as a case study, this paper describes how educators can write letters of recommendation that are both educationally sound and legally defensible. The paper states that writers of negative recommendations must be ready to meet the tests of defense against libel and slander, which are truth and privilege, in order to protect their remarks in defamation actions. Finally, it discusses tests that determine whether conditional privilege has been abused. (Author/LD)

Donnelly, Jerry
The Courts and the Out-of-School Activities of Teachers.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-15p.; Chapter 23 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556
Available from-Not available separately; See EA 011 530
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Court Litigation, Elementary Secondary Education, *Homosexuality, Moral Issues, *Teacher Behavior

This paper considers recent state and federal court decisions regarding the private lives of teachers. It discusses in detail cases involving homosexuality, which are the most controversial, and cases involving heterosexuality. Also discussed are cases involving teacher relationships with minor students, nonsexual immorality, drug-related offenses, and residency of teachers. The extent to which teachers can be disciplined for the private conduct of their lives, the paper states, is usually conditioned by the status of the participants in the disputed involvement, the recency of the case, the attendant degree of notoriety, and the likelihood of recurrence of the objectionable behavior. The paper concludes that mere displeasure of school officials with teachers' outside activities is not sufficient basis for punitive measures. Rather, an effort must be made to weigh the balance between the public's interest and the interests of individuals. (Author/LD)

ED 169 659 EA 011 554

Bartman, Robert

Teachers and the Courts: School-Related Activities.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-13p.; Chapter 24 of ``School Law Update 1977'' (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Boards of Education, *Civil Liberties, *Court Litigation, Elementary Secondary Education, Teacher Dismissal, *Teachers

Identifiers-Board of Regents v Roth, *First Amendment, *Fourteenth Amendment, Perry v Sindermann

This paper discusses court cases in which teachers allege constitutional violations of their First and Fourteenth Amendment rights. The cases represent a struggle between those forces representing the authority of the board of education to govern public schools and those advocating the individual rights of teachers to continue their employment in a relatively restriction-free environment. Board of Regents v. Roth is used as background for discussion of the protected interest in liberty concept of the Fourteenth Amendment, such as personal appearance regulations. Perry v. Sindermann is used to discuss teacher utterances, academic freedom, and freedom of association that fall under the First Amendment. The paper concludes that the courts tend to balance teachers' rights, protected by the First and Fourteenth Amendments, with the state's interest in an orderly disruption-free administration of a school. (Author/LD)

ED 169 660 EA 011 555

Sealey, Ronald W.

An Analytical Pragmatic Framework for Examining Legal Interests Within the Educational Community.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-7p.; Chapter 25 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Definitions, *Due Process, Elementary Secondary Education, *Models

This paper discusses application of the analytical pragmatic structure of a concept to the legal concept of procedural due process. An underlying assumption is that educational practitioners and theoreticians are not familiar with the structure of concepts whether they be legal, moral, or scientific. First, the paper discusses identification of a legal interest. Then it details the form, purpose, content, and function of the concept of procedural due process. It concludes that loss of meaning can cause practical inquiry in educational administrative decision-making to go awry. Understanding the analytical pragmatic structure of a concept and applying it to practical inquiry can prevent this from happening. (Author/LD)

ED 169 661 EA 011 556

Rubel, Robert J.

Understanding School-Based Violence: A Litany of Issues.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-14p.; Chapter 26 of "School Law Update 1977" (EA 011 530); For related documents, see EA 011 530-556

Available from-Not available separately; See EA 011 530

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Data Analysis, Elementary Secondary Education, *School Statistics, *School Vandalism, Trend Analysis, *Violence

The purpose of this paper is to encourage persons concerned with violence and vandalism in schools to take a more critical look at school-crime statistics and reports and their data-gathering methods. It makes two points. First, writings on or about student crime and violence may be misleading because of certain errors in quantifiable data, such as poor data analysis or use of inappropriate study methodologies; second, certain related nonquantifiable issues, such as the fear of crime, also confound interpretation of this problem. The paper concludes by urging additional research and caution in the use of existing data. (Author/LD)

ED 169 662 EA 011 557

Thrush, John D.

Pennsylvania Public Employe Labor Relations.

Pennsylvania School Board Solicitors Association, Harrisburg.

Pub Date-77

Note-353p.; May be marginally legible due to small print

Available from-Pennsylvania School Board Solicitors Association, 412 North Second Street, Harrisburg, Pennsylvania 17101 ($16.50; 10% discount on 10 or more copies)

Pub Type- Books (010) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Arbitration, City Government, *Collective Bargaining, *Court Litigation, Fire Fighters, *Government Employees, Hospital Personnel, *Industrial Relations, *Labor Legislation, Labor Problems, Local Government, Police, School Personnel, Strikes

Identifiers-*Pennsylvania, Pennsylvania Public Employee Relations Act, Unfair Labor Practices

This volume is intended to help public administrators and attorneys deal with the legal problems in Pennsylvania public sector labor relations. In it, the Pennsylvania Labor Relations Board is discussed and public sector labor relations court decisions are cited. The volume is intended to be a reference book and to reveal inconsistencies in decisions concerning public sector bargaining. The first three sections discuss the fundamentals of the Pennsylvania Public Employee Relations Act, its applicability, and how elections are held. Section 4 covers bargaining units and special classes of employees, including school units, county and court units, hospital units, and others. The next three sections discuss bargaining and exclusions from bargaining. The concluding sections deal with unfair practices, strikes, hearings and procedure, judicial review, police and firefighters, arbitration, and injunctions. A lengthy appendix contains copies of Pennsylvania forms used in public employee labor relations, the text of the Pennsylvania Public Employee Relations Act, and the rules and regulations of the Pennsylvania Labor Relations Board. (Author/JM)

ED 169 663 EA 011 558

Gooding, James Fitsko, Michael

A Proposal for an Alternative to Out-of-School Suspension for Worthington High School Students: The Saturday School.

Pub Date-6 Nov 78
Note-24p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discipline Policy, Discipline Problems, Elementary Secondary Education, Misbehavior, Program Evaluation, School Policy, *Suspension

It is proposed that a disciplinary Saturday school may be a good alternative to student suspension because it solves many of the problems involved with suspending students from school. Allowing students to attend Saturday school rather than being suspended gives them an opportunity to improve their grades and to attend all their regular classes. It avoids the stigma of absence from school and does not reward those skipping school with the opportunity to miss more classes. Problems with the program include transportation and interference with students' Saturday jobs. The program would allow those who cooperate fully with Saturday school activities to leave early or reduce their attendance days. Evaluation by parents, students, and teachers is an important component of the program. The major cost for the program is for the supervision and instruction of students. Teachers, honor students, or resource persons may be utilized as supervisors. Attachments to the document include forms used in the Saturday school program and an evaluation of the program. (JM)

ED 169 664 EA 011 560

Landmeier, Ralph W.

The Importance of the Assistant Principal.

Pub Date-7 Mar 79

Note-11p.; Paper presented at the Ohio Association of Secondary School Administrators' Assistant Principals Conference (Columbus, Ohio, March 1979); Not available in paper copy due to light print of original document

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, Administrator Characteristics, *Administrator Responsibility, Administrator Role, *Assistant Principals, Attendance, Discipline Problems

Because of the difficulty of current and emerging school problems, the assistant principal needs to be knowledgeable in such diverse areas as accounting, school finance, school law, student rights, book censorship, and women's equity. In addition, it is necessary that the assistant principal be involved in curriculum improvement, evaluations, extracurricular activities, goal setting, and competency testing. Although problems of attendance and discipline are important, the assistant principal must be careful to delegate responsibilities in these areas, when possible, and not become bogged down in paper work. The assistant principal must have a clear picture of his or her duties or responsibilities set down in a comprehensive up-to-date job description. Survival of the assistant principal depends on attitude toward the job, including clear personal goals and initiative. Assistant principals ought to become familiar with literature on the management team, reduction in force, and student activities. A monthly meeting of area assistant principals might be useful. Although problems of discipline, attendance, violence, and vandalism are important phases of the assistant principal's job, they should not overshadow other phases of administration. (JM)

ED 169 665 EA 011 561

Meehan, Peter M. Beal, George M.

Knowledge-Production-and Utilization: A General Model. Third Approximation. Iowa Agricultural and Home Economics Experiment Station Project No. 2218. Sociology Report No. 138.

Iowa State Univ. of Science and Technology, Ames. Dept. of Sociology and Anthropology.

Pub Date-Jul 77

Note-95p.; For a related document, see EA 011 562; Not available in paper copy due to marginal legibility of original document

Pub Type- Information Analysis (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Action Research, Communication (Thought Transfer), Information Dissemination, Information Processing, Information Scientists, Information Theory, *Information Utilization, Models, Research, Research Needs, Research Problems, *Research Utilization

Identifiers-*Knowledge Production and Utilization

The objective of this monograph is to contribute to the further understanding of the knowledge-production-and-utilization process. Its primary focus is on a model both general and detailed enough to provide a comprehensive overview of the diverse functions, roles, and processes required to understand the flow of knowledge from its point of origin to points of utilization. The model is organized into a six-stage paradigm of knowledge-production-and-utilization. Within each of these stages, concepts are defined, discussed, illustrated, and, to some degree, interrelated. Recognized problems areas such as missing concepts, missing interrelations, or redundancy are pointed out. The presentation is divided into three sections. First, the six general stages are identified and explained. Second, the steps performed within each stage are presented in a static'' model of knowledge-production-and-utilization. Finally, the same stages and steps are represented in an iterative dynamic'' model that illustrates ways in which the process might occur under actual conditions. The synthesis is intended to enable researchers and practitioners to identify more precisely strengths and weaknesses of those areas of the knowledge-production-and-utilization chain of most interest to them. (Author/JM)

ED 169 666 EA 011 562

Beal, George M. Meehan, Peter

Knowledge Production and Utilization.

Pub Date-30 Aug 78
Note-19p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1978); For a related document, see EA 011 561; Not available in paper copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Action Research, Communication (Thought Transfer), *Information Dissemination, *Information Utilization, Models, Research Problems, *Research Utilization, Rural Areas
Identifiers-Knowledge Production and Utilization

The study of knowledge production and utilization deals with the problems of how to translate theoretical concepts and knowledge into practical solutions to people's problems. Many criticisms have been leveled at aspects of previous information system models, including their linearity, one-way communication paths, overdependence on scientific knowledge, and lack of interactive communication. The six-stage model proposed here attempts to correct these problems. In the scientific knowledge production stage, basic and applied research are carried out. In the knowledge management stage, the resulting findings are monitored, screened, indexed, catalogued, packaged, and stored. In the knowledge translation stage, linkers'' translate the available knowledge into terms applicable to the clients' formulation of their problems. The product development stage contains the development of products having the potential to meet user needs. These products are then distributed to users in the product dissemination stage. In the product adoption and utilization stage, the users adapt and effectively utilize the solution. Although this six-stage model may appear one-way linear, a look at a concrete example of its functioning shows that it is not. Needs can be communicated from users back through disseminators and developers to the knowledge production stage, and interaction may occur between many of the stages. (Author/JM)

ED 169 667 EA 011 563

McCleary, Lloyd E. Thomson, Scott D.

The Senior High School Principalship. Volume III: The Summary Report.

National Association of Secondary School Principals, Reston, Va.

Pub Date-79

Note-77p.; For related documents, see ED 154 508 and ED 158 440; Appendix A may be marginally legible

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($5.00)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, *Administrator Characteristics, Administrator Education, Futures (of Society), Leadership Qualities, *National Surveys, Occupational Information, *Principals, Private Schools, *Senior High Schools

This volume brings together the findings from Volumes 1 and 2 of this series on the senior high school principalship and speculates about them in terms of the principal and the principalship today and the changes likely to occur in the future. The report begins with a presentation of the central findings of the national random sample survey of senior high school principals concerning principal characteristics, beliefs, preparation, career routes, and the principal's job and the high school. It then presents central findings from the effective principals study concerning job conditions, approach to the job, personal and professional characteristics, and effectiveness. These two studies and two additional investigations derived from the data provide a profile of the high school principal today. Because of the significant differences found between nonpublic school principals and their colleagues in public schools, a chapter is devoted to characteristics of the nonpublic school principal. Future forces and conditions surrounding the principalship are then discussed, including political and legal factors, economic factors, social factors, technological factors, and educational factors. The final chapter discusses the future principalship, including personal and professional factors, the principal's job, and preparation and selection of principals. (Author/JM)

ED 169 668 EA 011 564

De Leonibus, Nancy

Student Motivation: An Intricate Puzzle. The Practitioner, Vol. V, No. 3.

National Association of Secondary School Principals, Reston, Va.
Pub Date-Mar 79
Note-13p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50; quantity discounts; payment must accompany orders of $10.00 or less)
Journal Cit-The Practitioner; vV n3 Mar 1979
Pub Type- Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement Need, Administrator Role, Aspiration, Classroom Techniques, Elementary Secondary Education, Individualized Programs, *Learning Motivation, Principals, *Self Concept, Self Esteem, *Student Motivation, Teacher Role
Identifiers-Classroom Structure

Improving student motivation and self-concept is now an important concern of principals. Positive results arise from such diverse theories as Skinner's positive reinforcement techniques or Maslow's self-actualization model. Although evidence on cause and effect of motivation is scarce, it does seem likely that motivation is related to student self-esteem, level of aspiration, and need for achievement. Evidence indicates that motivation training can have a positive effect on students' school behavior. Increased student motivation also appears to be linked to high teacher expectations and appropriate use of feedback and praise. A clearly emergent trend is an attempt to adapt classroom structure to individual pupil motivational style. One student motivation profile measures the components of positive orientation toward learning, need for social recognition, failure anxiety, curiosity, and conformity. A variety of techniques are available to principals searching for successful ways to increase student motivation. The most significant contribution an administrator can make is to set the tone for a positive school climate. Several programs developed by schools can claim success with enhancing motivation. These programs use such techniques as open communication, pluralistic decision-making, small-group discussions, positive feedback, reality therapy, transactional analysis, and individualized curricula. (Author/JM)

Chaffee, John
California Schools Beyond Serrano: A Report on Assembly Bill 65 of 1977.
California State Dept. of Education, Sacramento.
Pub Date-79
Note-41p.
Available from-Publications Sales, State Department of Education, P.O. Box 271, Sacramento, California 95802 ($0.85; public agencies in California may send purchase orders; all others should include payment with order)
Pub Type- Legal/Legislative/Regulatory Materials (090) · Reports · Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills, Bilingual Education, Citizens Councils, Compensatory Education, Elementary Secondary Education, Equalization Aid, Exceptional Child Education, *Finance Reform, Foundation Programs, Grants, Inservice Teacher Education, Skills, Staff Improvement, State Aid, *State Legislation, *State Programs, State Standards
Identifiers-*California, *California Assembly Bill 65, School Site Councils, Serrano v Priest

California Assembly Bill 65 (AB 65) attempts to equalize California school finance and improve school programs. The school finance portion of the bill arose as a response to the 1976 Serrano v. Priest decision in which the California Supreme Court said that the existing school finance system was unfair to both students and taxpayers. AB 65 provides additional state assistance to increase per pupil expenditures in low-wealth districts and imposes new limits on the growth of expenditures in districts with high per pupil property values. The bill also establishes the School Improvement Program designed to increase the quality of public education primarily through state planning and implementation grants to participating schools. One section of AB 65 modifies the legislature's proficiency standards in basic skills for students in grades 7-12 and extends these requirements to specified elementary grades. Also funded through AB 65 is a staff development program that helps teachers and other school staff members design and implement professional development activities tailor-made to meet specific local school needs. Regarding exceptional children, AB 65 provides for a Special Education Master Plan to ensure that all physically and mentally exceptional children receive appropriate services. The bill also merges state funding of separate programs for compensatory and bilingual education into a consolidated system called Economic Impact Aid. (Author/JM)

ED 169 870 EA 011 566

Carrano, Andrew S.
Teacher Evaluation: A Guidebook for Connecticut School Districts.
Connecticut State Dept. of Education, Hartford.
Pub Date-Mar 78
Note-98p.; Not available in paper copy due to light print of parts of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Accountability, Elementary Secondary Education, Objectives, Occupational Information, Performance Criteria, Program Development, Program Planning, School Districts, Self Evaluation, *State Legislation, *Teacher Evaluation, Teacher Improvement
Identifiers-Connecticut, Connecticut Teacher Evaluation Law

This publication is intended to assist school districts in Connecticut in implementing section 10-151b of the Connecticut General Statutes, Connecticut's Teacher Evaluation Law. Each chapter deals with implementing a part of the law in compliance with established guidelines. Following an introductory chapter, the second chapter presents the law along with its history and guidelines for implementation. The next chapter deals with how a school district can begin to develop a plan. Chapter 4 is intended to assist districts in determining what needs and purposes the teacher evaluation program will fill. The purposes chosen for the evaluation program affect the development of the model for the evaluation process as explained in Chapter 5. The sixth chapter presents a strategy for determining the priorities of systemwide goals. The next two chapters discuss the writing of job descriptions and determining accountability relationships. Chapter 9 on self-evaluation methods is followed by Chapter 10 on how to write performance objectives. The mechanics of preparing a plan for teacher evaluation is presented in Chapter 12. Chapter 13 outlines further resources to assist Connecticut's districts in developing, implementing, evaluating, and refining their teacher evaluation programs. Resources discussed in this chapter are more fully listed in the lengthy appendix. (Author/JM)

ED 169 671 EA 011 567

Rubin, Louis, Ed.

Educational Reform for a Changing Society: Anticipating Tomorrow's Schools.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-78

Note-215p.

Available from-Allyn and Bacon, Longwood Division, 470 Atlantic Avenue, Boston, Massachusetts 02210 ($13.95)

Pub Type- Books (010) - Collected Works - General (020) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Bus Transportation, Community Schools, Costs, Declining Enrollment, Disadvantaged Groups, Educational Administration, *Educational Change, Educational History, Educational Philosophy, Equal Education, Ethical Instruction, Family Environment, Family Role, *Futures (of Society), Grade Organization, Human Development, Leadership, Management, Prediction, Problem Solving, Research Problems, *Social Change, *Trend Analysis, Vocational Education

The essays in this book emphasize trends now shaping society that the authors believe will have a profound effect on schools in the decades to come. Topics covered include declining enrollments and increasing educational costs, the changing role of vocational education, government financing for educational quality, the role of busing, politicking skills for school administrators, and the growing importance of the community-based school. Shirley Chisholm and Richard S. Schweiker deal with developing political trends concerning education from their point of view as members of key education committees in the United States

Congress. Topics that will affect future schools and educators are discussed by social and educational leaders Robert G. Scanlon, Ralph W. Tyler, Urie Bronfenbrenner, Elise Boulding, and Louis Rubin. R. Buckminster Fuller and Jonas Salk look at education in the congested world of the future from the point of view of the scientific community. Following each essay, Louis Rubin highlights its inherent implications for education and extracts significant research and development issues. (Author/JM)

Quindry, Kenneth E. Schoening, Niles
State and Local Tax Ability and Effort, 1977.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-147p.; A review of 1977-78 tax legislative activities; Not available in paper copy due to small print of original document
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($3.00)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Fiscal Capacity, Income, Property Taxes, State Legislation, *State Programs, *Tax Effort, Tax Rates
Identifiers-(United States) South

This report analyzes the relative capacity for states to provide revenues for state services and the relative effort of each state in levying taxes to pay for those services. Most data presented are for 1977 for the 14 southern states. The heart of the report is found in the 34 tables summarizing tax effort and ability presented in the appendix. The body of the report summarizes 1977 state actions to limit public spending and revenue collection, legislative activity in taxation in 1977 and 1978, a national overview of tax collection from 1967 to 1977, comparisons of effort and ability in 1967 and 1977, comparisons of effort and ability in 1976 and 1977, and the purchasing power of state and local tax effort and ability. The report demonstrates that collections of state and local taxes average $634 per capita in the southern states, compared with $820 in the nation, and all 14 of these states fall below the national average in the overall tax effort. The report also determined that property taxes accounted for 17 percent less of total state and local taxes in 1977 than in 1967, both in the United States and in the South and that since 1970, state and local taxes have doubled in the United States. (Author/JM)

ED 169 673 EA 011 569

Arends, Jane H. Bayliss, Camilla H.

Organizing for Improvement in Education: Establishing Effective Organizational Intersections.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-18p.; Paper from the Documentation and Technical Assistance in Urban Schools Project
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication (Thought Transfer), Communication Problems, Conflict, Conflict Resolution, *Consultation Programs, *Educational Change, Guidelines, *Organizational Communication, Organizational Theories, Personal Values, Problem Solving, Technical Assistance
Identifiers-Documentation and Technical Assistance Project

Organizational intersections are temporary systems formed when organizational members become interdependent with members in other organizations. The effectiveness of organizational intersections was an important issue for those participating in the Documentation and Technical Assistance in Urban Schools (DTA) Project. Consultants who participated in this project concerning the problem-solving capacities of urban schools developed guidelines to govern the operation and maintenance of effective organizational intersections. These guidelines are intended for those undertaking educational improvement efforts like team building, involvement of parents in curriculum change, or training for new roles in a school district. Three guidelines were developed. (1) Expect interpersonal and intergroup conflict when personal styles and self-interests are dissimilar, and establish norms that support the acknowledgement of these differences prior to commencing collaborative work and problem-solving. (2) Expect all representatives to be empowered to give away some resources and obligated to receive some resources in exchange, and therefore establish norms to support reciprocity among equals. (3) Expect communication difficulties, feelings of input overload, and confusion, and therefore establish norms that support using specific language to describe observable behavior and keep problem-solving simple and focused. (Author/JM)

ED 169 674 EA 011 575

Ohles, John F.
The Business of Education.
Pub Date-79
Note-20p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, Collective Bargaining, Community Involvement, *Educational Administration, Educational Finance, *Employer Employee Relationship, Management, Personnel Policy, *Productivity, Teacher Dismissal, Teacher Orientation, Teacher Strikes, Teacher Supervision, Tenure
Identifiers-Education as a Business

Education is often referred to as a business and expected to follow standard business practices. An examination of the schools shows that they resemble natural monopolies and service enterprises. Although they have administrative management, they do not have a parallel to production management. When education is viewed as a business, it becomes clear that educational management is complicated by problems concerning evaluation of production and outmoded employee relations. Tenure procedures are often ineffective in providing job protection. Shoddy dismissal procedures both fail to protect some teachers against unfair job termination and unreasonably protect some incompetent teachers. Many schools provide ineffective orientation for new teachers and insufficient supervision of all teachers. An unresolved problem is whether teachers may engage in collective bargaining and strike. Teachers are different from other employees in their preference for limiting their organizational activities to subject matter organizations rather than engaging in broader issues. Schools are different from other businesses in the aloofness of educators from interest in financing. Schools are also somewhat unusual in the way leadership is identified. A particularly exceptional practice of the business of education is the involvement of nonprofessionals (the public) in school internal affairs. (Author/JM)

ED 169 675 EA 011 576

Luebke, Paul T.
American Elementary & Secondary Community Schools Abroad. Second Edition.
American Association of School Administrators, Arlington, Va.
Pub Date-76
Note-51p.
Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00618; $2.50; quantity discounts; orders for less than $15.00 should be prepaid; for orders under $15.00 add $1.00 for postage and handling)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Federal Aid, *Foreign Countries, Foreign Culture, International Programs, *Private Schools
Identifiers-American Schools Abroad, Office of Overseas Schools

American elementary and secondary community schools abroad seek to both provide schooling for children of Americans abroad and strengthen cross-cultural understanding. More than three-fourths of these schools were founded since 1950. They are privately controlled and supported from tuition fees supplemented by grants-in-aid from the Office of Overseas Schools of the Department of State and by support from business firms, foundations, and local governments. They provide opportunities for American students and teachers to participate in language and areas studies programs and to associate with students and teachers from many countries. Non-American students and teachers in the schools have the opportunity to become acquainted with Americans and American educational philosophy. School systems and other groups in the United States have an opportunity to share resources with overseas schools and use overseas schools as resources for international educational programs. The Office of Overseas Schools of the Department of State, the Association for the Advancement of International Education, the American Association of School Administrators, and other organizations and individuals in the American educational community seek to assist the American elementary and secondary community schools abroad in meeting their dual purpose. (Author/JM)

ED 169 676 EA 011 577

Carey, Maggie D. Snyder, Fred A.

The Difference Between Thorns and Threats in Elementary School Administration. Studies in Curriculum Development No. 1, 1979.

Indiana State Univ., Terre Haute. School of Education.

Pub Date-Feb 79

Note-66p.; Not available in paper copy due to small print of original document.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attendance, Court Litigation, Curriculum Problems, Declining Enrollment, Discipline Policy, Educational Accountability, *Educational Problems, Elementary Education, *Elementary School Supervisors, Financial Problems, Fuel Consumption, Grading, *Principals, *School Administration, Teacher Evaluation, Teacher Recruitment

In the fall of 1977, students enrolled in an elementary school administration and supervision class at Indiana State University attempted to separate the threats'' from the thorns'' in elementary school administration. Thorns'' were defined as everlasting or recurrent problems, and threats'' were defined as relatively new problems perceived as potentially disruptive to the administrative process and operation of the school. The heart of this publication presents transcripts of conference telephone conversations among members of the class and five outstanding elementary principals from across the nation. Fifteen problems classified as threats'' were discussed, including accountability, certain court rulings, certain curriculum issues, declining enrollment, fuel shortage, and inadequate funding. Fifteen problems classified as thorns'' were discussed, including attendance policies, difficulty obtaining good teachers, discipline, faculty and staff evaluation, and grading and promotion. The conversations revealed that the outstanding principals contacted were all rather tolerant of the problems perceived as thorns'' but did not all perceive the threats'' as equally important. (Author/JM)

ED 169 677 EA 011 578

Timpane, Michael, Ed.

The Federal Interest in Financing Schooling. A Rand Educational Policy Study.

Rand Corp., Santa Monica, Calif.
Pub Date-78
Note-295p.; Symposium on the Federal Interest in Financing Schooling (Washington, D.C., 1976)
Available from-Ballinger Publishing Company, 17 Dunster Street, Harvard Square, Cambridge, Massachusetts 02138 ($17.50)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Court Litigation, Educational Innovation, Elementary Secondary Education, Equal Education, *Federal Aid, *Federal Programs, Federal Regulation, Federal State Relationship, Financial Support, *Government Role, Government School Relationship, Grants, Policy Formation, Program Development, Teacher Employment, Teacher Supply and Demand
Identifiers-Elementary Secondary Education Act Title I

This book contains papers first presented at the September 1976 Symposium on the Federal Interest in Financing Schooling. Participants responded to three questions. First, given what we know about federal goals in education, how appropriate are the areas in which federal involvement is currently concentrated? Second, how effective are existing federal policy instruments in achieving those goals? Third, what change in the federal role in financing schooling should be made? Eight papers are included. Michael Timpane discusses ``Federal Aid to Education: Prologue and Prospects''; John J. Callahan and William H. Wilken offer ``The Federal Role in School Financing: A View from the States''; Betsy Levin examines ``The Courts as Educational Policymakers and Their Impact on Federal Programs''; and Stephen J. Carroll outlines ``The Federal Influence on the Production and Employment of Teachers.'' ``A Federal Role in the General Program of School Finance'' is detailed by Lawrence L. Brown III and Alan L. Ginsburg; ``Federal Assistance to National Target Groups: The ESEA Title I Experience'' is assessed by Robert J. Goettel; ``Federal Support for Improved Educational Practice'' is considered by Paul Berman and Milbrey Wallin McLaughlin; and ``Federal Education Goals and Policy Instruments: An Assessment of the `Strings' Attached to Categorical Grants in Education'' is discussed by Stephen M. Barro. (Author/JM)

ED 169 678 EA 011 579

Vestermark, Seymour D., Jr. Blauvelt, Peter D.

Controlling Crime in the School: A Complete Security Handbook for Administrators.

Pub Date-78

Note-354p.

Available from-Parker Publishing Company, Inc., West Nyack, New York 10994 ($24.95)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Drug Abuse, Elementary Secondary Education, Police Action, *Program Development, *Program Planning, *School Security, School Vandalism, Violence

This guidebook offers school administrators a number of tested approaches to solving security problems that plague most school districts today. It suggests that establishing a program is the most effective way to take control of events and attempt to prevent as well as limit the effects of criminal acts in schools. The topics covered include identifying security needs, building a school community, choosing a security program, designating types of personnel needed, planning, dealing with school crime, controlling vandalism and bomb threats, confronting the drug problem, managing crises, controlling mass disruptions, calling the police, and reinforcing the program with student help and legal measures. (Author/LD)

ED 169 679 EA 011 599

Petersen, John E., Ed. And Others

State and Local Government Finance and Financial Management: A Compendium of Current Research.

Government Finance Research Center, Washington, D.C.; Municipal Finance Officers Association, Chicago, Ill.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-78

Grant-NSF-Apr-77-20340

Note-690p.

Available from-Publications Department, Municipal Finance Officers Association, 180 North Michigan Avenue, Chicago, Illinois 60601 ($18.00)

Pub Type- Information Analysis (070) - Reports - Research (143) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Budgeting, Educational Finance, Elementary Secondary Education, Expenditures, Federal State Relationship, *Finance Reform, *Financial Policy, Financial Problems, Government Employees, *Local Government, *Money Management, Research Projects, *State Government, Taxes

This volume is a compendium of current research in the field of state and local government finance and financial management. It was created in response to the need of both users and researchers in the area for a comprehensive picture of research work that has been undertaken since 1974 and the results of which are now, or will be soon, available. The title of this publication, spanning public finance and financial management, reflects the breadth of the research reviewed and its potential applications. Public finance involves the study of how public funds are collected, stored, and used, and the relationship of these activities to other sectors of the economy. Financial management is more immediately concerned with how the money-handling processes function as parts of governmental organizations and influence their behavior as corporate entities producing public services. The first part of this volume contains a series of 16 essays authored by experts in the field, each essay dealing with a major area of research. The inventory part two of this volume, consists of individual listings of research projects organized by the major subject area with which they deal. Each description contains, in addition to a brief abstract, ten separate items of classified information relating to the principal investigators, products, sponsors, intended users, and research methodologies. (Author/MLF)

ED 169 680 EA 011 600

Salary Report National Association of Secondary School Principals, Reston, Va.
Pub Date-79
Note-9p.; For related documents, see EA 011 426, ED 150 687, and ED 153 362
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assistant Principals, Comparative Statistics, Elementary Education, Enrollment, Expenditure Per Student, Geographic Regions, Junior High Schools, Middle Schools, *National Surveys, *Principals, *Salaries, *School Statistics, Senior High Schools, *Trend Analysis

This 1979 report, prepared from data supplied by Educational Research Service, Inc., deals specifically with 1978-79 comparative data about salaries paid to principals and assistant principals in approximately 1,100 public school districts. Section 1 compares the lowest and highest 1978-79 salaries paid to principals and assistant principals, using school district enrollment stratum as a comparative factor. Section 2 discloses a similar comparison of salaries paid, using per pupil expenditure in the school system as a factor for comparison. Section 3 contains a trend analysis of salaries paid to a selected group of administrators using data from 1977-78 and 1978-79. Section 4 discloses the mean of average daily rates paid principals and assistant principals during 1978-79 in reporting school districts, by geographic region. Caution should be used when drawing inferences from survey data because of the sampling variance associated with studies of this type. (Author/MLF)

ED 169 681 EA 011 602

Steps Toward Campus Accessibility.

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Contract-300-78-0288
Note-50p.; Not available in paper copy due to numerous photographs
Available from-APPA, Eleven Dupont Circle, Suite 250, Washington, D.C. 20036 ($5.50 Prepaid)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Architectural Barriers, Campus Planning, Facility Guidelines, *Facility Requirements, *Handicapped Students, Higher Education, Mechanical Equipment, Mobility Aids, *Needs Assessment, *Physically Handicapped, *School Improvement, Simulation, Visually Handicapped

Photo-essays focus on the progress colleges and universities have made in achieving program accessibility for handicapped persons in compliance with Section 504 of the Rehabilitation Act of 1973. Both common problems and innovative solutions to unique problems are included. People We Never See'' introduces the challenge higher education faces to overcome both attitudinal and architectural barriers. Becoming Aware'' depicts campus activities designed to sensitize administrators and students to problems handicapped persons face. Matching Places to People'' specifically deals with architectural modifications that involve adapting facilities to the persons who use them instead of requiring handicapped persons to overcome barriers. Opening Doors to Special Spaces'' shows how campuses have made science laboratories and sports facilities accessible to handicapped persons. Protecting Human Lives'' addresses the problems of assuring the safety of all persons on campuses and establishing emergency procedures appropriate for both able-bodied and handicapped persons. Other articles include Taking Time to Listen,'' Providing the Comforts of Home,'' Putting the Campus on the Map,'' New Wheels to Freedom,'' Bridging Communications Gaps,'' and The Ultimate Benefit.'' (Author/MLF)

ED 169 682 EA 011 603

Conservation Task Force Report on Education and Training. Draft Copy.
Department of Energy, Washington, D.C. Educational Programs Div.
Pub Date-Jan 79
Note-82p.; Presentation at the National Education, Business and Labor Conference (January 15-1[illegible], 1979); Charts may not reproduce clearly due to small print
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Curriculum, Cost Effectiveness, *Educational Programs, Efficiency, *Energy Conservation, Facility Guidelines, *Heat Recovery, Higher Education, *School Improvement

Several months ago a planning session was held during which representatives of several colleges and universities shared their plans and strategies for energy conservation education. This publication contains reports from five community colleges, two universities, and one technical institute about how they have applied energy conservation and energy management techniques to their own campuses and how they have introduced energy conservation and other energy issues into the educational program. (Author/MLF)

ED 169 683 EA 011 604

Ryan, Doris W. Schmidt, Martha

Mastery Learning: Theory, Research, and Implementation.

Ontario Dept. of Education, Toronto.

Pub Date-79

Note-169p.; Appendix may not reproduce clearly due to small print

Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($2.50)

Pub Type- Information Analysis (070) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Administrator Attitudes, Elementary Secondary Education, Foreign Countries, Group Instruction, Instructional Innovation, *Mastery Learning, Questionnaires, Teacher Attitudes, Teaching Methods

Identifiers-Canada, *Chicago Mastery Learning Reading Program IL, *Mastery Learning in Social Studies Project SC

Mastery learning is a group-based, teacher-paced instructional strategy. Because it is also committed to criterion-referenced evaluation and to a strong emphasis on feedback and correctives throughout the learning experience, it is often confused with competency-based education, individualized instruction, and related innovations. Mastery learning depends on five basic components: formal specification of cognitive objectives, division of course content and objectives into instructional units, formative/diagnostic evaluation, corrective or remedial instruction, and criterion-referenced summative evaluation. A review of the research reveals that mastery learning significantly improves student acquisition of cognitive skills and reduces the variability in achievement within the group. Increased retention and transfer of learning and student attitudes are also indicated. Teachers and administrators using mastery learning strategies find the planning process demanding and recommend developing the process a unit at a time. This document discusses the theory, techniques, and implementation of mastery learning strategy; reviews the relevant literature; and discusses two programs in which the strategy has proved successful: the Chicago Mastery Learning Reading Program and the Camden, South Carolina, Mastery Learning in Social Studies Project. A substantial reference section and an extensive appendix (including sample units from the Chicago program) conclude the document. (Author/PD)

ED 169 684 EA 011 605

Wilson, Alfred P., Comp. Oliver, Ronald L., Comp.
The Principalship: A Selected Bibliography.
Pub Date-79
Note-45p.; For related documents, see ED 147 997
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, Elementary Secondary Education, *Principals, *School Administration

This bibliography lists those articles and books that deal with the function of the public school principalship in the United States. The periodicals were those listed in Education Index from 1970 through January 1979. The books were those listed in the 1979 edition of Books in Print with a post-1969 copyright. The key word Principal'' was used to locate articles. In the book search the following key words were used: principal; elementary school administration; middle school administration; junior high school administration; senior high school administration; school administration; supervision; and management. (Author)

EC

ED 169 685 EC 113 780

Reavis, H. Kenton And Others

Individual Analysis and Prescription Profiles for Deinstitutionalization. Final Report.

Southeastern Virginia Training Center for the Mentally Retarded, Chesapeake, Va.

Spons Agency-Office of Human Development (DHEW), Philadelphia, Pa. Region 3.
Pub Date-Jun 77
Grant-OHD-51-P-15443/3-03
Note-139p.; For related documents, see EC 100 257 and ED 137 991
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Criterion Referenced Tests, *Daily Living Skills, *Evaluation Methods, *Mentally Handicapped, *Normalization (Handicapped), Reports, Self Care Skills, Test Reliability, Test Validity
Identifiers-Deinstitutionalization

The document presents the final report of a project to develop and validate a three-phase system of individualized criterion-referenced assessment instruments to provide professional decision makers with reliable information regarding a mentally handicapped person's skill level at different stages of normalization training. An overview of deinstitutionalization of the mentally handicapped is provided, along with a position statement on assessment in mental retardation and background information for the project. The bulk of the report describes the instruments, which include a prescreening instrument to identify the most appropriate candidates for movement to more intensive training environments, post-entry monitoring instruments to assess individual behavior related to levels in independent living alternatives to monitor those areas in which direct training will prepare the individual to move to a less restrictive community program, and a skill checklist to evaluate level of functioning related directly to a specific placement in a community living program. Each instrument is discussed in terms of such aspects as development, validity, reliability, and format. It is concluded that the profiles provide a reliable and valid information system for use in planning and implementing services for the mentally handicapped along the continuum from restrictive to less restrictive living alternatives. (DLS)

ED 169 686 EC 113 996

Meisels, Samuel J. And Others

Project LINC: Learning in Integrated Classrooms. Final Program Performance Report and Third Annual Interim Report. July 1, 1975 - June 30, 1978.

Tufts Univ., Medford, Mass.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-15 Oct 78

Grant-G00750230

Note-336p.; Some print is marginal and may not reproduce well in hard copy; Report prepared at Eliot-Pearson Children's School and the Dept. of Child Study at Tufts

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Early Childhood Education, *Handicapped Children, *Inservice Teacher Education, *Mainstreaming, Parent Education, *Parent Participation, School Community Cooperation, Special Services, Teacher Evaluation, *Teaching Skills

Identifiers-*Project LINC

The final report of Project LINC (Learning in Integrated Classrooms), a training program for 3-to-6-year-old mildly and moderately handicapped children, discusses the accomplishments of the 3-year project. It is explained that the project developed and refined teaching strategies, skills, and support systems for classroom teachers and programs for parents of children integrated into mainstreamed classrooms. The main portion of the document details the accomplishments in the areas of direct and supplementary services to children, parent/family participation, assessment of children's progress, inservice training and evaluation of teaching staff, dissemination and training, coordination with other agencies, and continuation of services. Among appendixes are a sample tutorial report, parent questionnaires, and figures relating to the assessment of children's progress. (PHR)

ED 169 687 EC 113 998

Careers in Science for the Handicapped Project: Training Manual.

California Univ., Irvine. Career Planning and Placement Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 78
Note-34p.; For Videotape of ``Careers in Science for the Handicapped'' See availability information; Parts may be marginally legible due to light type
Available from-Career Planning and Placement Center, University of California, Irvine, California 92717 (Videotape Rental, $5.50 35 minutes, color, 3/4'')
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biology, *Career Planning, College Students, Computer Science Education, Engineering Education, *Outreach Programs, *Physically Handicapped, *Science Careers, Secondary Education, *Videotape Recordings, Workshops

The two-phase project was designed to expose physically handicapped students to information concerning the feasibility of preparing for, entering, and pursuing scientific careers. The first phase consisted of a series of outreach visits (conducted by physically handicapped college students enrolled in science programs and the project coordinator to participating junior/senior high schools). The second phase involved 50 project participants in a 6-week course of mini-workshops to enable the students to learn about academic programs and career options in three major science disciplines (biology, engineering, and computer sciences). A large portion of the document consists of appendixes, such as a table of the suggested time frame for activities and a student posttest. Portions of each mini-workshop are available on videotape. (PHR)

ED 169 688 EC 113 999

Beck, Ray And Others

Precision Teaching Project: Implementation Handbook. The Sacajawea Plan.

Great Falls Public Schools, Mont.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 77

Note-67p.; Chart on page 32 of original document may be marginally legible

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Basic Skills, Charts, Classroom Techniques, Curriculum Development, Definitions, Elementary Secondary Education, Identification, *Learning Disabilities, Measurement, *Precision Teaching, *Remedial Programs, *Screening Tests, Student Attitudes, Teacher Attitudes

Identifiers-National Diffusion Network Programs

The implementation handbook provides information on screening, assessment, and remediation procedures utilizing the precision teaching method for children with learning deficits in both elementary and secondary schools. The first sections discuss the purpose, define terms, and specify materials needed. The section on classroom management includes the regular classroom, the resource room, and point system management (a technique for behavior modification). Screening and assessment, charting and decisions, and basic tool skills (those skills considered necessary for further skill development) are the topics of the next three sections. Curriculum areas in elementary regular classrooms and resource rooms, and secondary resource rooms are considered. Teacher and student motivation and attitudes are explored. Sample forms such as an individualized program sheet are appended. (PHR)

ED 169 689 EC 114 086

Potter, William H. Tolley, W. Robert

Development and Implementation of an Interagency Program for Emotionally Handicapped Children. Practicum Report.

Nova Univ., Fort Lauderdale, Fla.

Pub Date-77

Note-120p.; Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Education Leaders; Nova University

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavior Change, Contingency Management, *Emotionally Disturbed, Individualized Instruction, *Mainstreaming, Occupational Therapy, Parent Participation, Psychiatric Services, Recreation, Speech Therapy, Truancy

Identifiers-*Maryland (Dorchester County)

The report, over half of which consists of appendixes, describes the development and implementation of a program in Dorchester County, Maryland, to integrate into a public school 23 emotionally handicapped students (ages 6-13) who had been attending school at a state mental institution. Services provided to the children in the public school program included individualized and small group instruction, behavior modification and contingency management, psychiatric and psychological services, nursing and health services, recreation, occupational and speech therapy, and parental involvement through outreach services. Among the conclusions reached at the end of the program's first year was that the students exhibited a positive attitude towards the program as indicated by improved attendance, the absence of truancy, and the greater degree of involvement in public school activities. The many appendixes include a parental approval form, an inservice schedule, and a list of personnel qualifications. (DLS)

ED 169 690 EC 114 087

Hastings, Jim Scott, William D.

PROJECT HOPE: A Model for Developing Innovative Work Evaluation/Experience Programs for Severely Disabled Secondary School Students.

Pub Date-Aug 76
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Deaf, Educational Resources, *Job Placement, Legal Problems, Parent Participation, Senior High Schools, *Severely Handicapped, *Vocational Education
Identifiers-*Project Hope

The report discusses Project Hope, a program to prepare deaf high school students to enter into employment after graduation. The program, which can be adapted for use with many other types of severely handicapped high school students, offers some low-cost solutions to problems such as limited rehabilitation facility resources, legal restrictions, low academic achievement levels, role confusion, financial limitations, and limited school resources. Other aspects discussed include communication systems, parental involvement, and assessment. (DLS)

ED 169 691 EC 114 088

Radius, Marcie And Others
Precision Measurement.
Castro Valley Unified School District, Calif.
Pub Date-Nov 78
Note-74p.; Print is marginal and may not reproduce well in hard copy; For related information, see EC 073 347-349
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Charts, Elementary Secondary Education, *Handicapped Children, *Precision Teaching, Student Evaluation

The manual provides information for precision measurement (counting of movements per minute of a chosen activity) of achievement in special education students. Initial sections give guidelines for the teacher, parent, and student to follow for various methods of charting behavior. It is explained that precision measurement is a way to measure the results of teaching, to evaluate the teaching, and to guide necessary changes in teaching approaches. A paper by B. Tyler titled ``Teaching Kids (And You) to Chart'' briefly outlines 10 lesson plans on charting. Subsequent sections cover such areas as procedures for written daily timings, precision measurement and curriculum in language arts and mathematics, and suggested proficiency rates or goals. Appendixes, which make up half the document, consist of sample curriculum formats (student worksheets) that have been used in precision measurement projects in subjects which include sentence comprehension, early mathematics, and eye-hand coordination. (SBH)

ED 169 692 EC 114 089

Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance. Federal Register, Part VI.

Department of Agriculture, Washington, D.C.
Pub Date-22 Jan 79
Note-13p.
Journal Cit-Federal Register; v44 n15 Jan 1979
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Employment Practices, *Equal Opportunities (Jobs), *Federal Government, *Handicapped
Identifiers-*Department of Agriculture, *Rehabilitation Act 1973 (Section 504)

The document presents the text of a proposed addition (Part 15b) to the rules and regulations of the United States Department of Agriculture, designed to eliminate discrimination on the basis of handicap in any of its programs or activities. Intended to implement Section 504 of the Rehabilitation Act of 1973, Part 15b is subdivided into six sections: general provisions; employment practices; program accessibility; preschool, elementary, and secondary education; postsecondary education; and health, welfare, social, and other services. (DLS)

ED 169 693 EC 114 145

Johnson, Carole M.

Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students. Interim Report, July 1, 1978 to December 31, 1978.

Council for Exceptional Children, Reston, Va.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.-554AH80016
Pub Date-Dec 78
Grant-G0078C0006
Note-163p.; Parts marginally legible due to light print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Autoinstructional Aids, *Career Education, Elementary Secondary Education, *Gifted, *Handicapped Children, *Inservice Teacher Education, Material Development, Program Development, *Teacher Education

The report discusses activities and accomplishments of a project designed to develop, field test, and disseminate a self-instructional training module to assist special and regular educators in the design and implementation of career education programs for exceptional students (both handicapped and gifted). Activities are reviewed for each of the major program objectives, such as a survey of existing training materials. The bulk of the document consists of appended materials which include the following: job descriptions and vitae for project personnel; the project's technical plan (which is made up of the project profile and a chart of the work breakdown structure); sample letters; lists of resources; and a chart outlining the audiovisual presentation on career education. An overview of career education for exceptional individuals, also a part of appendixes, examines inservice and preservice activities in terms of extent, content, and areas of exceptionality addressed; and identifies those content areas to which personnel development programs have paid insufficient attention. (SBH)

ED 169 694 EC 114 146

Grabow, Beverly W.

Your Child Has a Learning Disability...What Is It? A Guide for Parents and Teachers. Revised 1978.

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Pub Date-78

Note-23p.; See EC 040 423 for 1971 edition

Available from-National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Avenue, Chicago, Illinois 60612 ($0.35 each plus $0.25 postage for 1-5 copies; Cost of additional copies decreases with number ordered)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Early Childhood Education, Educational Diagnosis, Elementary Secondary Education, Etiology, *Identification, Individual Characteristics, *Intervention, *Learning Disabilities, *Parent Role, *Teacher Role

Identifiers-Parent Resources

Intended for parents and teachers, the booklet describes the symptoms and need for early identification of learning disabilities. Sections address the definition of learning disabilities, characteristics, incidence, etiology, diagnosis, medication, education, counseling therapy, and sources of information. Offered are tips for both parents (such as - keep life simple and encourage outside interests'') and teachers (including - place the child closer to the teacher's desk and structure the child's work for success''). A list of 20 suggested readings is also provided. (SBH)

Margolis, Leonard

The Special Education Core Curriculum Manual, Basic Level. Learning Skills, Oral Language, Reading, Mathematics.

Bergen County Region III, Closter, N.J. Council for Special Education.

Pub Date-79
Note-127p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Basic Skills, Educational Objectives, Elementary Secondary Education, *Handicapped Children, Language Skills, *Learning Activities, *Mathematics, *Reading, *Speech Communication

The manual is designed to serve as a guideline for teachers and child study teams who have the primary responsibility for the education of handicapped children in four areas learning skills, oral language, reading, and mathematics. Sections for each of the above areas are subdivided into the following objectives and activities: gross motor skills, eye-foot coordination, fine motor skills, eye-hand coordination graphomotor skills, visual discrimination, auditory discrimination, tactile kinesthetic skills, attending behavior, articulation, syntax, expression, visual discrimination and visual memory in reading, auditory discrimination and auditory memory, blending, sight vocabulary, evaluation and program selection, developmental reading skills, mathematics readiness skills, computation, fractions, money, linear measurement, temperature, calendary, and telling time. The appendix contains the Continuous Progress Report Form for charting the educational growth of students in special education classes. (SBH)

ED 169 696 EC 114 490

Parmenter, Trevor R.

The Granville Project

Macquarie Univ., North Ryde (Australia). School of Education.
Pub Date-Dec 78
Note-9p.; For related information, see EC 114 491-498
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conceptual Schemes, *Educable Mentally Handicapped, Foreign Countries, *Interpersonal Competence, Mentally Handicapped, Models, *Normalization (Handicapped), *Prevocational Education, Program Development, Program Evaluation, *Rehabilitation, Resource Allocations, Technical Assistance
Identifiers-*Australia

The document presents a Macquarie University research team's evaluation report on the Granville Work Preparation Centre in Australia, which studied the processes required to prepare mildly mentally handicapped adolescents for independent living by teaching them work and social skills. A model is schematized in which research is conceived as having the superordinate role of generating the data base for technical assistance in its various forms. Aspects of the project's research data base reviewed include a longitudinal study of the client population, experimental studies into the personal characteristics and environmental events most conducive to successful habilitation, and research into service delivery and resource management. Five types of functions are examined under the heading technical assistance : exemplary direct service, program development, dissemination and training activities, direct technical assistance, and participation in planning and resource management. Future plans for the project are also outlined. (DLS)

ED 169 697 EC 114 491

Riches, Vivienne C., Ed.

Social Development Training Project. Stage I and Stage II. Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-78

Note-411p.; The study was supported by a Department of Social Security Research Grant.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Adolescents, Assertiveness, *Communication Skills, Community Resources, *Daily Living Skills, *Educable Mentally Handicapped, Foreign Countries, Health Education, Hygiene, *Interpersonal Competence, Mentally Handicapped, *Normalization (Handicapped), *Prevocational Education, Recreation, Self Concept, Self Control, Sex Education, Socialization

Identifiers-*Australia, *Granville Work Preparation Centre (Australia)

The book presents a training program developed at the Granville Work Preparation Centre in Australia, to teach mildly retarded adolescents basic social skills and competencies. The program is divided into two stages, with a total of 17 different skill areas. Stage 1 covers self-awareness, social/interpersonal skills, relaxation and behavioral self management, assertiveness training, communication behavior and work role demands, friendship, and hygiene and grooming. Stage 2 covers self management, sex education, citizenship, community resources, leisure and recreation, health and grooming, on-the-job communication, and vocational independence/work role demands. Also included in Stage 2 are sections offering additional training in social skills and assertiveness training. Each skill area in the program is broken down by subskill into separate units, which in turn are broken down into lesson sessions. Lists of lesson objectives, content, and methods are provided, along with brief summaries of skill components, where applicable. Included in the appendixes are a copy of a payment incentive scheme used at the Granville center, and a copy of the form used to evaluate the progress of their students. (DLS)

ED 169 698 EC 114 492

Mauritz, Margory And Others

Program Development for the Acquisition of Work and Social Skills.

Macquarie Univ., North Ryde (Australia). School of Education.
Pub Date-78
Note-15p.; The study was supported by a Department of Social Security Research Grant; Paper presented at the National Conference of the Australian Group for the Scientific Study of Mental Deficiency (Broadbeach, 1978); For related information, see EC 114 490-498
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Educable Mentally Handicapped, Foreign Countries, *Interpersonal Competence, Mentally Handicapped, *Normalization (Handicapped), *Prevocational Education, *Program Development
Identifiers-*Australia, *Granville Work Preparation Centre (Australia)

The paper discusses program development at the Granville Work Preparation Centre in Australia, which teaches mildly retarded adolescents work and social skills. Some broad parameters considered in program development are listed and include recognition of the Center's industrial setting, and disruption in routines through extra movement of trainees within work areas. Ten principles of instruction used at the Center are presented and include the use of task sequencing; and the use of task analysis. Fourteen training strategies and techniques are listed and include modeling, roleplay, and visits to community facilities. Programs developed at the Center are briefly summarized, among them deficit social skills and social development training programs, a training program for instructors, sound and slide programs on radiator assembly, an experimental program for modification of conceptual tempo, and an experimental reading program. (DLS)

ED 169 699 EC 114 493

Parmenter, Trevor R. And Others

A Comparison of Two Methods of Teaching a Reading Task to Mildly Intellectually Handicapped Adolescents. Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-78

Note-14p.; The study was supported by a Department of Social Security Research Grant; Paper presented at the Annual Conference of the Australian Group for the Scientific Study of Mental Deficiency (Broadbeach, 1978); For related information, see EC 114 490-498

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educable Mentally Handicapped, *Exceptional Child Research, Foreign Countries, Incidental Learning, Mentally Handicapped, Paired Associate Learning, *Reading Skills, *Word Recognition

Identifiers-*Australia

The paper reports on an Australian study comparing two methods of teaching a word recognition reading task to eight mildly retarded adolescents. One method involved incidental learning, while the other involved a more structured paired-associate approach. It was found that all eight Ss learned a short list of tool names equally well under either method of instruction, and that they effectively retained the skill irrespective of the acquisition setting. Some possible reasons for the results are offered. (DLS)

Ward, James And Others
Vocational Preparation for the Mildly Retarded: An Investigation Into Employment Patterns and Related Factors. Macquarie Univ., North Ryde (Australia). School of Education.
Pub Date-76
Note-37p.; The study was supported by a Department of Social Security Research Grant; Paper presented at the Joint National Conference of the Australian Association for the Mentally Retarded Inc., and the Australian Group for the Scientific Study of Mental Deficiency (1st, Canberra, Australia, August, 1976); For related information, see EC 114 490-498
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educable Mentally Handicapped, Employer Attitudes, *Employment Opportunities, *Employment Patterns, *Employment Practices, Foreign Countries, Prevocational Education, *Vocational Education, Work Experience Programs
Identifiers-*Australia

The paper discusses work training and employability of the mildly retarded in Australia, and reports on a pilot survey of patterns of employment of the mildly retarded. Employment prospects for the mentally handicapped are reviewed. Factors seen as influencing the employment of the mildly retarded include psychological variables, employer attitudes, and government and community attitudes. Types of employment available to the retarded are reviewed and are said to be limited to those at the bottom of the occupational scale. The benefits of work experience programs and prevocational training are discussed. The results of the survey on patterns of employment of the mildly retarded are presented in terms of social, educational, and vocational factors. (DLS)

ED 169 701 EC 114 495

Ward, James And Others

A Model for the Planning and Organisation of Work Preparation Facilities for the Mildly Intellectually Handicapped. Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-78

Note-19p.; The study was supported by a Department of Social Security Research Grant; Paper presented at the Meeting of the Australian Association for the Mentally Retarded (Melbourne, Australia, July 16, 1977); For related information, see EC 114 490-498

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conceptual Schemes, *Educable Mentally Handicapped, Foreign Countries, Mentally Handicapped, *Models, *Prevocational Education, *Program Development, *Program Planning, Vocational Education

Identifiers-*Australia, *Granville Work Preparation Centre (Australia)

The paper describes a model for the planning and organization of work preparation facilities for the mildly retarded, and discusses the application of its modified systems approach at the Granville Work Preparation Centre in Australia. Components of the model discussed include the establishment of behavioral goals, the determination of instructional sequences and methods, the establishment of evaluation procedures, the determination of specific resource needs, the assembly of resources, the implementation of the program itself, and the achievement of terminal goals. Aspects of the Granville Center reviewed include the follow-up of students, the students' employment record, the realization of objectives, and the social competence of the students. (DLS)

ED 169 702 EC 114 496

Ward, James And Others

A Study of the Attitudes of N.S.W. School Principals Toward the Educational and Pre-Vocational Provisions for the Mildly Intellectually Handicapped. Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-78

Note-48p.; The study was supported by a Department of Social Security Research Grant; Paper presented at the Annual Conference of the Australian Association of Special Education (3rd, Sydney, Australia 1978); For related information, see EC 114 490-498

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educable Mentally Handicapped, *Educational Attitudes, Foreign Countries, Mainstreaming, Mentally Handicapped, *Prevocational Education, *Principals, Student Placement

Identifiers-*Australia

The paper reports on a survey of the attitudes of 1,292 Australian school principals toward educational and prevocational provisions for the mildly retarded. It was found that all groups of principals, with the exception of those in government metropolitan high schools, were generally positive toward the mainstreaming of gifted, mildly retarded, and sensory handicapped students. The form of placement for mildly retarded most favored by the principals surveyed was that they should remain in the regular class but be withdrawn for special instruction. Most of the principals gave high ranking to the need for teachers to have a knowledge of teaching techniques specially designed for children with learning problems. A modest acceptance was found for the provision of prevocational training for the mildly retarded. Other findings are presented. (DLS)

ED 169 703 EC 114 497

Ward, James And Others

Adjustment to Work: A Follow Up of Mildly Intellectually Handicapped Adolescents Who Have Undergone Training in a Work Preparation Centre.

Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-78

Note-33p.; The study was supported by a Department of Social Security Research Grant; For related information, see EC 114 490-498

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, *Educable Mentally Handicapped, *Exceptional Child Research, Followup Studies, Foreign Countries, Mentally Handicapped, *Prevocational Education, Sheltered Workshops, *Vocational Adjustment, *Vocational Education

Identifiers-*Australia, *Granville Work Preparation Centre

The paper reports on a followup study of the work adjustment of 43 mildly retarded adolescents who had undergone training in social and work skills at the Granville Work Preparation Centre in Australia. Among the findings were that 40% of the Ss had a history of full open employment, with no unemployment at all, since leaving the Center; that 21% had been fully employed in sheltered workshops with no unemployment periods since leaving the Center; and that 7 Ss had only maintained employment for between 14-33% of their potential employment time since leaving the Center. It was also found that the majority of the Ss had been employed in one or two jobs, that none had gained jobs of high skill level rankings, and that only two had undergone additional formal training since leaving the Center. Additional findings include that appropriate work attitudes and habits seemed well established, that more problems on the job appeared to be related to speed rather than accuracy, and that there was an overall tendency for Ss to seek help from others rather than to solve problems themselves. (DLS)

ED 169 704 EC 114 498

Scott, Beryl Parmenter, Trevor R.
Assessment of Needs and Implementation of Client-based Programmes.
Macquarie Univ., North Ryde (Australia). School of Education.
Pub Date-77
Note-23p.; Paper presented at the National Conference on Activity Therapy Centres (Canberra, Australia, October 14-15, 1977); For related information, see EC 114 490-497
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conceptual Schemes, Foreign Countries, *Individualized Programs, *Mentally Handicapped, *Models, *Needs Assessment, *Prevocational Education, *Program Development, *Student Evaluation
Identifiers-*Australia

Two papers are presented, related to Australian activity therapy centers (places which teach the mentally handicapped personal, social, and prevocational skills complementary to their vocational needs). The first paper discusses the assessment of needs and implementation of client-based programs. Assessment and programing are said to be interrelated, and the following steps are outlined as the most efficient way to develop the skill level of the client: formulate a general organizational goal, initially assess each client, develop an instructional plan to meet the client's needs, implement the plan, assess its progress, and evaluate and modify the plan. The second paper presents a model for the ongoing assessment of work undertaken by trainees at an activity therapy center. Steps of the model include beginning initial assessment, identifying appropriate tasks, surveying antecedent and subsequent events, formulating hypotheses for intervention, selecting data collection techniques, beginning ongoing assessment and establishing a baseline, implementing intervention, deciding whether the results are acceptable, and assessing for generalization. A brief case description of a program to encourage walking behavior is presented. (DLS)

ED 169 705 EC 114 499

Parmenter, Trevor R.

Developing Independence Through Work Preparation. Minerva Street Special School Augmented Evaluation of Innovations Program Project (76/0040).

Spons Agency-Australian Schools Commission, Canberra.
Pub Date-78
Note-342p.; The preparation of this report was supported by the New South Wales State Evaluation Sub-committee of the Australian Schools Commission
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Conceptual Schemes, *Educable Mentally Handicapped, Evaluation Methods, Foreign Countries, Mentally Handicapped, Models, *Systems Approach, *Work Experience Programs
Identifiers-*Australia

Using a systems model with its components of inputs, process, and outputs; the report evaluates a work experience program for mildly retarded students at an Australian special school. Data collected at each stage of the evaluation is presented. Inputs into the system include a description of the population and its needs, along with the situational variables that impinge upon it. These include the characteristics and value systems of the school and its community and the current economic climate. The aims and objectives of the program are outlined, together with the special programs, techniques, and resources which were applied. These cover such areas as reading, mathematics, occupational therapy, industrial arts, social development, science, and language development. The dynamics of the organization of the process variables are described. Objective assessment, both criterion-referenced and normative, of the program outcomes are made in each of the component areas. Ratings of the effectiveness of the program by teachers, parents, students, and employers are analyzed, along with the predictive value of vocational guidance tests administered to each student prior to the commencement of the program. (DLS)

ED 169 706 EC 114 500

Parmenter, Trevor R.

A Model for the Evaluation of Vocational Preparation Programs for the Learning Disabled.

Macquarie Univ., North Ryde (Australia). School of Education.

Pub Date-78

Note-15p.; Paper presented at the Annual Conference for Children with Learning Disabilities (Sydney, Australia, 1978)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conceptual Schemes, Evaluation Methods, Foreign Countries, *Learning Disabilities, *Models, *Prevocational Education, *Program Evaluation, *Systems Approach, Work Experience Programs

Identifiers-*Australia

The paper presents a systems model for the evaluation of prevocational preparation programs for the learning disabled in Australia. The need for accountability in the area of the development of programs for the prevocational preparation of the learning disabled is discussed. Various approaches to evaluation are explored, and a systems model is proposed as best meeting the needs of those who seek to evaluate the effectiveness of their programs. An example of how the model was used to evaluate a work experience program is described, and comments are offered concerning the model's utility. (Author/DLS)

ED 169 707 EC 114 518

Ploeg, Thomas A., Comp. Murphy, Judeth M., Comp.

Access II: A Guide to Massachusetts Post-Secondary Facility Libraries Serving Persons with Special Needs.

Massachusetts Board of Library Commissioners, Boston.

Pub Date- 78

Note-69p.

Available from-Consultant for the Physically Handicapped, Board of Library Commissioners, 648 Beacon Street, Boston, MA 02215 ($4.09, estimated cost)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, *College Libraries, *Handicapped Children, *Library Facilities, *Special Services, State Libraries

Identifiers-Massachusetts

The directory lists alphabetically-by-town campus libraries in Massachusetts which provide special facilities for handicapped individuals. Each library is listed with the following information: place, name (including address, phone number, and name of library); person to contact; services (such as special privileges to reserve materials or staff assistance to retrieve materials that are out of reach or inaccessible); materials and equipment (for instance captioned films, braille writers, or magnifying lens); accessibility (including such features as 32 inch wide doors that open easily, non-slip floors, or lower public telephones); and materials and services accessibility (library usage and loan privileges available to non-library members). (PHR)

ED 169 708 EC 114 519

Stulac, Josef F., II And Others

Special Education Competencies for Teachers Project. Final Report, Year II: A Validation Study in Identification and Measurement.

Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
Pub Date-Aug 78
Grant-MCESA-856-2-76-222-78-006
Note-284p.; Parts marginally legible due to light print
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Classroom Observation Techniques, *Handicapped Children, *Identification, *Measurement, *Performance Based Teacher Education, *Program Evaluation, Program Validation, *Special Education Teachers, *Teaching Skills

Two methods (generic or specific) of assessing competency based teacher performance were compared in three studies with 158 special and regular teachers. Two classroom observation instruments - one designed to measure generic teaching competencies at all levels and across all subjects, the other developed for special education teachers only - were evaluated. Study 1 was to determine which competencies from either instrument can successfully discriminate among special education teachers according to an external criteria measure. Study 2 used a different measure to test the validity of the instruments and examined minimal competency ratings. Study 3 attempted to discover how special and non-special teachers differ in competency as a content validation procedure. It was concluded from the studies that generic teaching competencies do exist and can be measured but that special education teachers require additional specific assessment items. Appended are "The Beginning Teacher Assessment Instrument", "The Classroom Observation Scale", and data tables. (Author/PHR)

ED 169 709 EC 114 520

Herman, David H.

The Identification of Bilingual Handicapped Students.

Spons Agency-Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
Pub Date-79
Note-26p.
Pub Type- Guides - Non-Classroom (055) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingualism, *Bilingual Students, *Handicapped Children, *Identification, Language Development, Legal Problems, *Psycholinguistics, *Standardized Tests, Student Evaluation, *Test Bias
Identifiers-*Bilingual Handicapped

The author reviews research on the use of standardized tests to identify bilingual handicapped children. Issues supporting and criticizing standardized measurement are considered, and the author concludes that no test approaching a reasonable level of fairness across cultural groups exists. Research on the psycholinguistic aspects of identification is analyzed, and the author states that mildly to moderately handicapped bilingual students should be evaluated on the basis of language development and on bilingual functioning or language dominance. The importance of a multidisciplinary approach to evaluation is stressed, and legal considerations are addressed. (CL)

ED 169 710 EC 114 543

Perlini, Ernest L.

Developing a Schoolwide Enrichment Activity Program for Identified Gifted Students.

Nova Univ., Fort Lauderdale, Fla.

Pub Date-Feb 78

Note-52p.; Introductory Practicum, Nova University

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Educational Needs, Elementary Education, *Enrichment Activities, Exceptional Child Research, *Gifted, Intermediate Grades, *Needs Assessment

A needs assessment was conducted of 32 middle school gifted students. Analysis of a parent survey, teacher survey, and meetings with students revealed 10 primary need areas (including opportunities for advanced skills, independent thinking, expression of creativity and originality, and acceptance from grade level peers). Four enrichment activities in career awareness in computer science, environmental awareness in oceanology, communication awareness in critical observation and writing, and speed reading development through systematic instruction were developed and judged to provide experiences to meet the identified needs. Parent, student, and teacher evaluation indicated positive results from student participation. (Author/CL)

ED 169 711 EC 114 544

For Parents Only...Practical Advice to Parents on Special Education.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE),
Washington, D.C.
Pub Date-79
Contract-300-78-0023
Note-45p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Handicapped Children, *Individualized Programs, *Parent Role, Parents, *Special Education

Written for parents of handicapped children, the booklet provides information about special education and offers practical suggestions about working with school personnel to cooperatively plan for the child's education. Topics covered include content, development and process of an individualized education program (IEP) (including suggested activities before, during, and after the IEP meeting); recourses if problems arise; and resources for parents of handicapped children. (CL)

ED 169 712 EC 114 545

Green, Mary

The Individualized Education Program: A Team Approach.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Contract-300-78-0023

Note-204p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Behavioral Objectives, Federal Legislation, *Handicapped Children, *Individualized Programs, Inservice Education, *Inservice Teacher Education, Mainstreaming, Task Analysis, Teacher Workshops, Team Work

Designed as a 2-day staff development workshop on the individualized education program (IEP), the inservice training package presents an activity-based format on a team approach to the IEP. Facilitator notes, information on materials, sample handouts, transparencies, and evaluation forms are presented for seven units: introduction to the workshop; IEPs - P.L. 94-142 and Section 504; handicapped students in the classroom; steps involved in the IEP process; describing present levels of performance; task analysis and behavioral objectives; and completing the IEP. A listing of approximately 50 materials is included on such topics as appraisal, placement, and monitoring. (CL)

ED 169 713 EC 114 562

Creative Prescriptions Unlimited, Grades 1-2. Evaluation Program Needs.

East Whittier City School District, Calif.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 74
Note-272p.; For related information, see EC 114 563-565 ; Parts may not reproduce clearly due to colored background
Available from-East Whittier City School District, Gifted Program, 14535 E. Whittier Boulevard, Whittier, California 90605 ($9.00 each, $40.00 per set; Shipping charges are included in the price, California residents add 6% sales tax)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Academically Gifted, *Cognitive Development, *Creative Development, Divergent Thinking, Gifted, Grade 1, Grade 2, *Instructional Materials, Primary Education, Problem Solving, Thought Processes
Identifiers-*Guilfords Structure of Intellect Model

The document provides lesson plans for strengthening the thought processes, including problem solving and creative abilities, of first and second grade mentally gifted children. The lessons are organized within the five operations of the mind as defined by J. Guilford's Structure of Intellect (SOI): cognition (10 lessons), memory (3 lessons), evaluation (3 lessons), convergent production (7 lessons), and divergent production (21 lessons). All six products of the SOI model (units, classes, relations, systems, transformations, and implications) are considered; however, emphasis is placed on transformations and implications since these two products are seen to clearly relate to the creative process. Diagrammed for lessons in each of the five operations areas are the curricular objective (such as "given a ditto of numbered dots the child will be able to connect all the numbers in correct order"), input (such as "discussion should take place on reading maps"), learning opportunities, media, output, evaluation, and enrichment. Included in the document are mazes, pictures, puzzles, and other worksheets to be duplicated and used with the lessons. (SBH)

ED 169 714 EC 114 563

Creative Prescriptions Unlimited, Grades 3-4. Evaluation Program Needs.

East Whittier City School District, Calif.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 74
Note-265p.; For related information, see EC 114 562-565 ; Parts may not reproduce clearly due to colored background
Available from-East Whittier City School District, Gifted Program, 14535 E. Whittier Boulevard, Whittier, California 90605 ($8.00 each, $40.00 per set; Shipping charges are included in the price, California residents add 6% sales tax)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Academically Gifted, *Cognitive Development, *Creative Development, Divergent Thinking, Elementary Education, Gifted, Grade 3, Grade 4, *Instructional Materials, Problem Solving, Thought Processes
Identifiers-*Guilfords Structure of Intellect Model

The document provides lesson plans for strengthening the thought processes, including problem solving and creative abilities, of third and fourth grade mentally gifted children. The lessons are organized within the five operations of the mind as defined by J. Guilford's Structure of Intellect (SOI): cognition (10 lessons), memory (6 lessons), divergent production (34 lessons), convergent production (4 lessons), and evaluation (3 lessons). All six products of the SOI model (units, classes, relations, systems, transformations, and implications) are considered; however, emphasis is placed on transformations and implications since these two products are seen to clearly relate to the creative process. Diagrammed for lessons in each of the five operations areas are the curricular objective (such as that given a maze the child will be able to find the most direct route to reach the intended goal), input (such as discuss seeing as being one of the five senses we use in perception''), learning opportunities, media, output, evaluation, and enrichment. Included in the document are mazes, pictures, puzzles, and other worksheets to be duplicated and used with the lessons. (SBH)

ED 169 715 EC 114 564

Creative Prescriptions Unlimited, Grades 5-6. Evaluation Program Needs.

East Whittier City School District, Calif.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 74
Note-409p.; For related information, see EC 114 562-565 ; Parts may not reproduce clearly due to colored background
Available from-East Whittier City School District, Gifted Program, 14535 E. Whittier Boulevard, Whittier, California 90605 ($13.00 each, $40.00 per set; Shipping charges are included in the price, California residents add 6% sales tax)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Academically Gifted, *Cognitive Development, *Creative Development, Divergent Thinking, Elementary Education, Gifted, Grade 5, Grade 6, *Instructional Materials, Problem Solving, Thought Processes
Identifiers-*Guilfords Structure of Intellect Model

The document provides lesson plans for strengthening the thought processes, including problem solving and creative abilities, of fifth and sixth grade mentally gifted children. The lessons are organized within the five operations of the mind as defined by J. Guilford's Structure of Intellect (SOI): cognition (16 lessons), memory (7 lessons), divergent production (34 lessons), convergent production (4 lessons), and evaluation (3 lessons). All six products of the SOI model (units, classes, relations, systems, transformations, and implications) are considered; however, emphasis is placed on transformations and implications since these two products are seen to clearly relate to the creative process. Diagrammed for lessons in each of the five operations areas are the curricular objective (such as that the student will demonstrate an understanding of optical illusions by constructing one or more of his own), input (such as discussion to determine how surroundings influence one's perception), learning opportunities, media, output, evaluation, and enrichment. Included in the document are mazes, pictures, puzzles, and other worksheets to be duplicated and used with the lessons. (SBH)

ED 169 716 EC 114 565

Creative Prescriptions Unlimited, Grades 7-8. Evaluation Program Needs.

East Whittier City School District, Calif.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 74
Note-269p.; For related information, see EC 114 562-564 ; Parts may not reproduce clearly due to colored background
Available from-East Whittier City School District, Gifted Program, 14535 E. Whittier Boulevard, Whittier, California 90605 ($10.00 each, $40.00 per set; Shipping charges are included in the price, California residents add 6% sales tax)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Academically Gifted, *Cognitive Development, *Creative Development, Divergent Thinking, Gifted, Grade 7, Grade 8, *Instructional Materials, Junior High Schools, Problem Solving, Thought Processes

Identifiers-*Guilfords Structure of Intellect Model

The document provides lesson plans for strengthening the thought processes, including problem solving and creative abilities, of seventh and eighth grade mentally gifted children. The lessons are organized within four of the five operations of the mind as defined by J. Guilford's Structure of Intellect (SOI): cognition (18 lessons), memory (9 lessons), divergent production (16 lessons), and convergent production (3 lessons). All six products of the SOI Model (units, classes, relations, systems, transformations, and implications) are considered; however, emphasis is placed on transformations and implications since these two products are seen to clearly relate to the creative process. Diagrammed for lessons in each of four areas are the curricular objective (such as that the student will recognize symbolic unit-words), input, learning opportunities, media, output, evaluation, and enrichment. Included in the document are pictures, diagrams, puzzles, and other worksheets to be duplicated and used with the lessons. (SBH)

ED 169 717 EC 114 566

Clark, Orville C.

Mainstreaming. Special Education Is a Part Of, Not a Part From, Regular Education. Background and Guidelines.

Pub Date-78

Note-12p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, Elementary Secondary Education, *Handicapped Children, *Mainstreaming, *Program Development, *Teacher Role

The document briefly outlines the events leading to mainstreaming of handicapped children and presents guidelines for administrators and teachers involved in implementing mainstream programs. Among suggestions given are the following: the decision to mainstream should be accompanied by a decision to provide a comprehensive instructional support system for the children involved and for their teachers; no mainstreaming effort should be attempted without attention to inservice education; a good working relationship among all staff members involved needs to be established to facilitate mainstreaming; the individual special student under consideration for mainstreaming should be able to successfully compete with his peers in the regular school program for the particular subject, activity, or time period specified; and the mainstreaming process should be a gradual one. Also included is a systematic step-by-step procedure for implementing mainstreaming. (SBH)

ED 169 718 EC 114 567

Personpower Planning: Implications for the Developmental Disabilities Service System.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date- 79

Note-56p.

Available from-National Clearinghouse of Rehabilitation Materials, Oklahoma State University, 202 N. Murray, Stillwater, Oklahoma 74074 ($0.75)

Pub Type- Information Analysis (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Delivery Systems, *Developmental Disabilities, Health Personnel, Job Development, Manpower Development, *Occupational Information, *Personnel Evaluation, *Personnel Needs, Professional Personnel, Professional Services, Special Education

The report examines the state of the art in personpower planning for developmental disabilities (DD) services. Part 1 is a review of the literature concerning personnel in the following fields: special educators, nurses, physicians, dentists, therapists, social workers, vocational rehabilitation counselors, speech pathologists/audiologists, dieticians/nutritionists, and ancillary personnel. Part 2 is an investigation of current projects or research in the field. In part 3 conclusions and recommendations for the future are presented, including developing strategies for improving personpower distribution, upgrading career roles of direct care staff, increasing cooperation between University Affiliated Facilities and state agencies, increasing accessibility of quantitative data related to DD job classifications, improving research methodology for personpower projection, and establishing a national network of cooperative personpower planners. A bibliography, including selected annotations is provided. (Author/PHR)

ED 169 719 EC 114 579

Kamuller, Kenneth C.

Establishment of Instructional Planning and Management Information Systems to Monitor the Education of Exceptional Children.

Nova Univ., Fort Lauderdale, Fla.

Pub Date-78

Note-463p.; Individual Practicum, Nova University; Best copy available

Pub Type- Dissertations/Thesis (040) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Accountability, Educational Planning, *Educational Strategies, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Instructional Programs, Management, *Program Development

Identifiers-Education for All Handicapped Children Act

The dissertation describes the development and implementation of an instructional planning system designed to establish accountability in instructional planning and student learning in special education programs. The author explains that identification and articulation of baseline assessment data in areas of instructional needs, with goal areas time-referenced, measureable performance objectives specified, characterizes the basic format used for instructional planning. It is reported that multidisciplinary school-site teams were established to participate in the development of instructional plans and to review and determine the progress made by each student on at least an annual basis. Much of the document is appendixes, such as instructions for a local education agency application for funds under Public Law 94-142, the management information system status report and recommendation, and the Marin county management information system procedural guide. (Author/PHR)

ED 169 720 EC 114 580

Special Education State Plan for Fiscal Year 1979.

Kansas State Dept. of Education, Topeka.
Pub Date-78
Note-172p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Administrator Responsibility, Curriculum, Early Childhood Education, *Educational Responsibility, Elementary Secondary Education, *Handicapped Children, State Agencies, State Standards, *Statewide Planning
Identifiers-Kansas

The document presents the Kansas state plan (fiscal year 1979) for providing equal educational opportunity to all children who are unable to profit from ordinary instructional methods or regular public school classes. Sections 1 and 2 discuss the background and needs and introduce the plan for 1979. Section 3 explores state department operations in such areas as state institutions and the fiscal year 1979 evaluation plan. The fourth section concentrates on the functions of the local education agencies and contains the following parts: summary of responsibilities of local education agencies, administrative responsibilities, procedural responsibilities, program areas - standards, courses of study, and curricula; support services areas - standards, courses of study, and curricula; and early childhood education. A glossary of selected terminology is provided. (PHR)

ED 169 721 EC 114 581

Harrington, Thomas R., Comp.
Mediagraphy on Deafness and the Deaf.
Gallaudet Coll., Washington, D.C.
Pub Date-79
Note-269p.
Pub Type- Non-Print Media (100)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Audiovisual Aids, *Aurally Handicapped, *Deaf, Instructional Media

The annotated mediagraphy listing of nonprint media contains information on 951 titles available from 277 sources for the instruction, information, or entertainment of the hearing impaired. The mediagraphy is divided into four main parts: the main entry section, containing the title, medium, physical description, release date, cost availability, subject group, and a brief annotation; a title cross reference section, a sources section (including names, addresses and voice and TTY telephone numbers of sources where items in the main entry section may be obtained); and source cross reference section. Among subject groups included are audiology and speech, deaf/blind, religion, and hearing impairment. A brief bibliography of additional helpful sources is included. (PHR)

Fagen, Stanley A.

Organizational Manual for a Public School-Based Teacher Internship Model in Supplementary Education.

Montgomery County Public Schools, Rockville, Md.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-77
Grant-G007501028
Note-372p.; Some light type may not reproduce clearly
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Adolescents, Community Resources, Conference Reports, Curriculum, *Handicapped Children, Inservice Teacher Education, *Instruction, *Models, Program Evaluation, Secondary Education, *Teacher Interns

The manual discusses a school-based internship model for the preparation of teachers of handicapped adolescents. The first section of the organizational manual describes the need for and attributes of the school based model (the Mark Twain Teacher Internship Program). The basic missions of the program are described as preparing additional personnel and providing a public school-based model for graduate teacher training in supplementary education for students with learning and emotional difficulties. Section two offers information to demonstrate one program's implementation of the model, and is divided into the following parts: goals and foundations, organization and management, curriculum, instruction (inservice courses), instruction (practicum), instruction (elective projects), instruction (orientation to community resources), recruitment and selection, program evaluation, and program funding. The third section contains the proceedings, results, and conclusions of a regional conference to consider application of the model to other settings. It is explained that conference participants perceived the public school-based model generally applicable to rural, suburban, and urban settings. (Author/PHR)

ED 169 723 EC 114 583

Kramer, John Loney, Jan
Predicting Adolescent Antisocial Behavior Among Hyperactive Boys.
Iowa Univ., Iowa City. Dept. of Psychiatry.
Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-Aug 78
Grant-MH-22659
Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 31, 1978); Paper was also supported by grants from the Iowa Mental Health Research Fund
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Aggression, *Anti Social Behavior, *Delinquent Behavior, Drinking, Emotionally Disturbed, Exceptional Child Research, Followup Studies, *Hyperactivity, Males, *Minimally Brain Injured, *Prediction

A follow-up study of 135 4-to-12-year-old boys, all of whom displayed symptomatology associated with the hyperkinetic minimal brain dysfunction syndrome, was undertaken in an attempt to specify those factors which predict delinquent behavior. The follow-up interviews queried norm-violating and delinquent behaviors. The Ss' answers were compared with normative data for delinquent activity and it appeared that hyperactive Ss as a group were not more involved in such activities than other adolescents. Results indicated that the scores on the child aggression factor at referral were predictive of all but drinking offenses, wereas scores on the child hyperactivity factor failed to predict any of the four categories (offenses against persons, offenses against property, involvement with illegal drugs, and drinking offenses) of delinquent behavior at follow-up. (Author/PHR)

Soloyanis, George

The Role of Employment in the Socialization of Mentally Retarded Persons.

Pub Date-Sep 78
Note-15p.; Paper presented at the I.L.O/DANIDA Seminar on Vocational Rehabilitation of the Mentally Retarded (Jamaica, September 4-15, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Employment Opportunities, Job Development, *Mentally Handicapped, *Rehabilitation Programs, *Sheltered Workshops, *Socialization, *Vocational Rehabilitation

The paper presents 24 suggestions for the employment of mentally handicapped individuals. Each suggestion is described briefly and considerations or actions are posed as applicable. Among opportunities listed are free labor market status plus additional support, selective placement, quota system (requiring a percentage of those hired be handicapped), subsidized on the job training, cottage or home industries, subsidized enterprise, employer incentive schemes, and sheltered workshops. The issue of sheltered workshops is discussed in greater detail with exploration of such features and problems as selecting leadership, integrating services with other handicapped groups, and planning the program to include expansion and change. An overview of some rehabilitation programs in England, the United States, Poland, and Costa Rica is provided to demonstrate what has been done. (PHR)

ED 169 725 EC 114 585

Weisberg, Susan

Statewide Advocacy Systems for the Developmentally Disabled-Profiles in Innovation. Executive Summary of Study Report.

American Bar Association, Washington, D.C.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-Dec 78

Grant-OHD-54-P-71162/3

Note-30p.; Some light type may not reproduce clearly

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Budgets, *Child Advocacy, Civil Rights, *Developmental Disabilities, *Federal Legislation, Instructional Staff, Resources, *State Agencies

Identifiers-*Protection and Advocacy Systems

The booklet provides information on the early implementation of state protection and advocacy (P and A) systems as provided for and funded by Public Law 94-103 (Developmentally Disabled Assistance and Bill of Rights Act). The P and A implementing agencies are described in terms of the following characteristics: budget, staffing, use of resources, scope, visibility, amount of authority, and independence from service providers. Characteristics of a sample of nine states' (Florida, Idaho, Illinois, Louisiana, Maine, Minnesota, New Jersey, North Carolina, and Utah) implementation programs are included, as well as a chart with background data. Advocacy capability and initiatives (such as legal advocacy and legislative advocacy), the obstacles to implementation, as well as methods of assessing caseload and data collection are discussed. (PHR)

Varela, Rita A.

Role of Self-Help Organizations in VR with Severely Disabled Individuals. Final Report, September 1, 1977 through August 3, 1978.
American Coalition of Citizens with Disabilities, Inc., Washington, D.C.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.
Pub Date-Jan 79
Grant-OHD-45-P-8128/3-01
Note-163p.; Parts marginally legible due to print
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Agency Role, *Child Advocacy, *Handicapped Children, Helping Relationship, Organizations (Groups), *Professional Training, Program Evaluation, *Severely Handicapped, State Agencies, *Vocational Rehabilitation, Workshops

The report details the design, the implementation, and evaluation of three workshops on the role of the disability rights movement attended by 48 vocational rehabilitation (VR) state agency decision makers. Among the goals of the project listed were to make state VR agencies more familiar with the skills and potential of disabled self-advocacy organizations and to provide post-workshop technical assistance to both agencies and self-advocates. A questionnaire used to evaluate the workshops revealed that 86.9% of the respondents felt that materials distributed at the workshop would help them maintain closer ties with self-advocacy groups and the same percentage felt that there was a need to provide follow-up training to other agency personnel. The main portion of the report includes the following appendixes: an address, Two Actors in Search of a Playwright'' (F. Bowe); the trainers manual on The Role of Self-Help Groups in Rehabilitation''; the results of the follow-up evaluation survey, copies of letters, and an annotated bibliography. (PHR)

ED 169 727 EC 114 588

Grosek, Robert
Broome Functional Behavior Checklist. Technical Report 79-03.
Broome Developmental Center, Binghampton, N.Y.
Pub Date-79
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Behavior Rating Scales, *Check Lists, Classification, Guidelines, *Identification, Institutionalized Persons, *Mentally Handicapped, Young Adults
Identifiers-Grossman (H)

Grossman's subjective guidelines for identifying different levels of retardation were translated into a scorable functional behavior checklist and administered to 24 institutionalized mentally retarded Ss (age range 17-to-54 years). The guidelines were arranged into the following seven catagories: self-help skills, physical skills, communication, social skills, economic skills, occupation, and self-direction. Results showed that the checklist numerically differentiated among the different levels of retardation and the results from the checklist correlated well with retardation levels determined by more traditional intelligence tests. The therapist can therefore determine a client's level of retardation by observing his functional behavior. (Among appendixes included is Broome's Functional Behavior Checklist.) (Author/PHR)

ED 169 728 EC 114 589

Milich, Richard Loney, Jan

The Role of Hyperactive and Aggressive Symptomatology in Predicting Adolescent Outcome Among Hyperactive Children.

Pub Date-Aug 78

Note-24p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August, 1978)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Failure, Adolescents, *Aggression, Drug Therapy, *Emotional Problems, *Hyperactivity, Learning Disabilities, *Performance Factors, *Social Problems

Research regarding adolescent outcome for hyperactive youngsters is reviewed. It is noted that hyperactive adolescents are at risk for a variety of academic, emotional, and societal difficulties which apparently develop regardless of whether the child was successfully treated with medication, even though short term studies have shown syptomatic relief. The authors believe that the reason for the seeming inconsistency is that neither the nature nor the degree of primary symptomatology plays a role in predicting adolescent outcome. It is felt that research effort might be more profitably spent investigating the role of such secondary variables as aggression (rather than concentrating on the effect of drug treatment) and determining whether intervention procedures directed specifically toward childhood aggression would improve the hyperactive adolescent's outcome. (Author/PHR)

ED 169 729 EC 114 590

Beck, Ray
Precision Teaching Project - A Program Description. The Sacajawea Plan.
Great Falls Public Schools, Mont.
Pub Date- 76
Note-53p.; See EC 113 999 for related information ; Pages 52-53 may be marginally legible due to light colored inks
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavior Patterns, Charts, Data Analysis, Elementary Secondary Education, Identification, *Learning Disabilities, *Measurement, Models, *Precision Teaching, Program Validation, *Remedial Programs, Screening Tests, Training
Identifiers-National Diffusion Network Programs

The booklet describes a precision teaching program for the remediation of children with learning deficits in grades K-12 which enables the teacher to use an accurate means of describing and measuring performance on a direct and daily basis and provides a behavioral formula for programing and analyzing social and academic behavior, interpreting charted records, and making data decisions. The author recounts the history of precision teaching and presents a model, which includes the following components: screening and identification, remediation, direct and daily measurement, data decisions, and research. Provisions for both on-site and off-site training are discussed. Sample remediation exercises are appended. (PHR)

ED 169 730 EC 114 591

Yahraes, Herbert

A Long-Range Study of Schizophrenia.

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Scientific and Public Information.

Report No.-DHEW-ADM-78-641

Pub Date-78

Contract-278-77-0033

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Emotionally Disturbed, Exceptional Child Research, Foreign Countries, Individual Characteristics, *Longitudinal Studies, *Physiology, Psychological Patterns, *Schizophrenia, *Stress Variables

Identifiers-Denmark

The booklet reviews the findings of a Danish longitudinal study involving 200 children (10-20 years old) at risk for schizophrenia and 100 controls. The views of the study's investigator, S. Mednick, regarding the schizophrenic Ss' learned avoidance and heightened physiological response to stress are explained. Other findings discussed include that most schizophrenic Ss had prenatal and birth difficulties and had been separated from their parents early in life. Evidence that the schizophrenic process in women may differ from that in men is considered. It is explained that Mednick views schizophrenia as an evasion of life'' which is a learned behavior: he suggests that the schizophrenic learns to avoid stress or anxiety by switching into irrelevant thinking. A second long-range investigation underway in Mauritius is reported to be examining the influence of the autonomic nervous system on children's behavior. (CL)

ED 169 731 EC 114 592

Management of Newborn Infants with Phenylketonuria.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.
Report No.-DHEW-HSA-79-5211
Pub Date-79
Grant-MCT000466; Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biochemistry, *Clinical Diagnosis, Counseling, *Dietetics, Genetics, Identification, Infancy, *Medical Evaluation, *Medical Treatment, Screening Tests, Special Health Problems
Identifiers-*Phenylketonuria

The booklet covers the identification, diagnosis, and clinical treatment of newborns with Phenylketonuria (PKU), an inborn error of metabolism, which, if untreated, can lead to mental retardation. An initial section considers biochemical and genetic factors of PKU including a diagram of aromatic amino acid hydroxylation systems. Screening procedures for detecting phenylalanine in the blood are reviewed, and followup actions are considered. The relation of infant age and time of initial blood screening is examined. Initiation of treatment is discussed and dietary management aspects described. Medical services, including diet termination and genetic counseling, are considered. Two appendixes, on dietary guidelines and diagnostic confirmation, are included. (CL)

ED 169 732 EC 114 593

Rubin, Roselyn A. Balow, Bruce

Infant Neurological Abnormalities as Predictors of IQ and School Performance.

Minnesota Univ., Minneapolis.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.

Pub Date-Aug 78

Grant-50-P-25637/501; Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Exceptional Child Research, Infancy, Intelligence Quotient, *Longitudinal Studies, *Neurologically Handicapped, *Prediction

In a prospective longitudinal study, 1244 children who had received three neurological examinations in their first year of life were administered measures of cognitive development and academic achievement through age 12. Twenty-two Ss identified as neurologically suspect or abnormal on more than one of the infant examinations consistently performed far below control Ss on all measures, with almost one-third having Stanford-Binet IQs below 70. One-hundred and fifty-six Ss neurologically suspect or abnormal on only one infant examination performed significantly less well than 1066 Ss never suspected of neurological abnormality in infancy. Results suggested that evidence of even transitory neurological abnormality observed during the first year of life may be an indicator of risk for developmental impairment. Persistent evidence of such abnormality was found to be a strong predictor of later problems with cognitive development and school achievement. (Author/CL)

ED 169 733 EC 114 630

Clinical Programs for Mentally Retarded Children.
Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.
Report No.-DHEW-HSA-78-5291
Pub Date-78
Note-49p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-021-00029-0)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Clinics, Interdisciplinary Approach, *Mentally Handicapped, *State Programs

The tenth edition of a directory of special clinical facilities for mentally retarded children lists approximately 250 clinics in 48 states providing evaluation, treatment, or followup services. Each entry includes the following information: name, address, phone number, director's name, area served, ages accepted, sponsor, and clinic hours. It is explained that each clinic is staffed by an interdisciplinary team, headed by a physician. (CL)

ED 169 734 EC 114 631

Year End Activities Evaluation for the National Committee, Arts for the Handicapped 1977-78.

International Management Systems, Inc. Kansas City, Mo ; National Committee, Arts for the Handicapped, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-92p.

Available from-The National Committee, Arts for the Handicapped, 1701 K Street, N.W., Suite 801, Washington, D.C. 20006

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Aesthetic Education, Art, *Curriculum Development, *Demonstration Programs, *Handicapped Children, *Information Dissemination, Institutes (Training Programs), Program Evaluation, *Technical Assistance, Workshops

Identifiers-*National Committee Arts for the Handicapped

The report presents evaluation data on the activities of the National Committee for Arts for the Handicapped (NCAH) during the 1977-78 school year. Status of NCAH objectives is detailed for four objectives (sample findings in parentheses): national awareness activities (formation of a National Arts Forum; development of a national training workshop for consumer organizations and agencies; and organization of a publication, film, and media resource library on arts for the handicapped); training and technical assistance (development of Arts for the Handicapped Resource and Information Network, and production of 14 publications on arts topics); research and curriculum development (development of an Arts for Learning'' curriculum guide); and model programs (descriptions of three model sites, requests for special projects, and a summary of participation in Very Special Arts Festivals). Among six recommendations made are for a national media program and for a computerized mailing list and label system. (CL)

ED 169 735 EC 114 657

Brainin, Paul A. And Others

Impact Study on Driving by Special Populations. Final Report, Volume I: Conduct of the Project and State of the Art.

Dunlap and Associates, Inc., Darien, Conn.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Highway Traffic Safety Administration (DOT), Washington, D.C.
Report No.-DOT-HS-802-329
Pub Date-Apr 77
Contract-DOT-HS-5-01206
Note-167p.; For related information, see EC 114 658
Available from-National Technical Information Service, Springfield, Virginia 22161
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Aurally Handicapped, Cerebral Palsy, Diseases, *Driver Education, Emotionally Disturbed, Epilepsy, Equipment, Evaluation Methods, *Handicapped, Mental Illness, Mentally Handicapped, Neurologically Handicapped, Physically Handicapped, Special Health Problems, *State Legislation, State Licensing Boards, *Traffic Safety

The first of a two-volume report on motor vehicle driving by handicapped persons focuses on driving behavior for 19 types of handicapping conditions. Information is detailed regarding driver education and assessment materials, present state laws regarding licensing, relevant medical opinion regarding licensing and examination, complicating factors (such as the use of therapeutic drugs), and private and commercial driving behavior for specific conditions, including the following: mental retardation, mental illness, neurologic and cerebrovascular handicaps, epilepsy, diabetes, musculoskeletal handicaps, hearing disorders, thyroid disease, renal disorders, cancer, and obesity. Automotive adaptive equipment is briefly considered. Among 12 recommendations made are for a more comprehensive analysis of the driving task for normal drivers, a large scale epidemiological study to

measure the accident and violation rates of specific handicapped groups, and validated assessment and evaluation procedures. (CL)

ED 169 736 EC 114 658

Brainin, Paul A. And Others

Impact Study on Driving by Special Populations. Final Report. Volume II: A Guide for the Evaluation of Handicapped Drivers.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.-DOT-HS-802-330

Pub Date-Apr 77

Contract-DOT-HS-5-01206

Note-152p.; For related information, see EC 114 657

Available from-National Technical Information Service, Springfield, Virginia 22161

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Aurally Handicapped, Cerebral Palsy, Diseases, *Driver Education, Emotionally Disturbed, Epilepsy, *Evaluation Methods, *Handicapped, Mentally Handicapped, Neurologically Handicapped, Observation, Physically Handicapped, Special Health Problems, State Licensing Boards, *Traffic Safety

The second of a two-volume report on motor vehicle driving by handicapped persons presents an approach to the evaluation of drivers with 20 specific medical problems. The guide provides information on symptoms, treatment, guidelines for determining risk levels (risk increasing and risk moderating factors), questions for the applicant, and behavioral observations to be checked during the evaluation session for such conditions as cardiovascular diseases, cerebral palsy, diabetes, emotional disorders, epilepsy, hearing dysfunction, hemophilia, mental retardation, multiple sclerosis, myasthenia gravis, orthopedic impairments, Parkinson's disease, kidney disorders, stroke, and respiratory diseases. (CL)

Kendall, William S.
Public Law 94-142 and the Minority Retarded Child: An Overview of Issues and Practices.
Pub Date- 78
Note-17p.; Paper presented at the Annual Meeting of the American Association of Mental Deficiency (South Central Region, Hot Springs, Arkansas)
Pub Type- Opinion Papers (120) - Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Mainstreaming, *Minority Groups, Program Evaluation, *Student Evaluation, Student Placement, *Test Bias
Identifiers-*Education for All Handicapped Children Act

The paper examines issues involving the implementation of P.L. 94-142, The Education for All Handicapped Children Act, with minority group students. A critique of studies on minority concerns is presented, and such assessment issues as technical problems and the implications of ability grouping for minorities, are explored. Considerations in evaluating mainstream programs for minority students are analyzed, and suggestions are made to involve minority group teachers, administrators, and scholars in the conceptualization of evaluation efforts, and to pay special attention to the percentages of minority group children in segregated classes. (CL)

ED 169 738 EC 114 661

Chapman, James W. Boersma, Frederic J.

Self-Perceptions of Ability, Expectations and Locus of Control in Elementary Learning Disabled Children.

Pub Date-Apr 79
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Exceptional Child Research, *Expectation, *Learning Disabilities, *Locus of Control, *Self Concept

Affective development was investigated in 81 learning disabled (LD) and 81 normal achieving (control) children in grades 3-6. The Students' Perception of Ability Scale and the Projected Academic Performance Scale were used to assess academic self-concept and future achievement expectations. Academic locus of control was tapped by the Intellectual Achievement Responsibility Questionnaire. Strong differences were observed between the LD and control Ss on these three affective variables. The history of school failure which typifies LD students appeared to be associated with more negative self-perceptions of ability, external attributions of responsiblitity for school successes, and lower expectations of future success in academic tasks. (Author/SBH)

ED 169 739 EC 114 662

Carter, John L.

Application of Biofeedback/Relaxation Training to Exceptional Children.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979) ; Not available in hard copy due to print quality

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavior Change, *Educable Mentally Handicapped, Elementary Education, *Exceptional Child Research, Feedback, Handicapped Children, Handwriting, *Learning Disabilities, Mentally Handicapped, Program Effectiveness, *Progressive Relaxation, Self Concept

Identifiers-*Biofeedback

A series of investigations was conducted to determine the effects of biofeedback training on 20 learning disabled elementary boys, 16 educable retarded boys, and 5 "non-diagnosed" elementary children with learning problems. Treatment of each group consisted of getting the children settled into the room and listening to a pre-recorded audio tape consisting of visual imagery relaxation exercises of 10 minutes duration. Then, the children were given individual packets of handwriting exercises to practice. During the rest of the hour Ss were taken individually by graduate assistants and attached to an Autogen 1500 Electromyograph for biofeedback/relaxation training. In addition, children were given a set of pre-recorded audio tapes utilizing passive muscle relaxation and instructed to use them at home three nights per week. Throughout the investigations teachers and parents consistently remarked upon improved behavior of the experimental children in the classroom and at home. Among findings were significant improvement in self acceptance and perception of ability as measured by the Tennessee Self Concept Scale, and more effective control of muscular tension in the face of reading stress. (Included are tables with statistical data.) (SBH)

ED 169 740 EC 114 673

Fiscal Year 1979 Maryland Amended Annual Program Plan Under Part B of the Education of the Handicapped Act as Amended by Public Law 94-142.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date- 78

Note-281p.; Best copy available

Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 (free)

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Due Process, Educational Objectives, *Educational Policy, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Individualized Programs, *Program Development, *State Programs, State Standards, Student Placement

Identifiers-*Education for All Handicapped Children Act, *Maryland

The document contains Maryland's 1979 program plan for the education of handicapped children as mandated by P.L. 94-142 (Education for All Handicapped Children Act). Seventeen chapters address the following: public notice and opportunity for comment; right to education policy statement; full educational goal and timelines; policy on priorities; child identification; the individualized education program; procedural safeguards; least restrictive environment; protection in evaluation procedures; comprehensive system of personnel development; participation of private school children; placement in private schools; recovery of funds for misclassified children; hearing on LEA (local education agency) application; annual evaluation; additional requirements in such areas as monitoring procedures; and description of use of Part B funds. Appendixes, which make up the bulk of the document, include copies of Maryland State Legislation, criteria and guidelines for the LEA Child Find Plan, Maryland State Department of Education monitoring and evaluation forms and procedures, rules and regulations for surrogate parents, interagency agreements, form for application for a local plan, and a summary of public comments. (SBH)

ED 169 741 EC 114 674

Comprehensive System of Personnel Development.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date- 78

Note-224p.; Not available in hard copy due to marginal reproducibility of original document

Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 ($5.25)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Federal Legislation, *Handicapped Children, *Inservice Teacher Education, Needs Assessment, Professional Education, Program Development, *State Programs, State Standards

Identifiers-*Education for All Handicapped Children Act, *Maryland

The report describes Maryland's plan for a Comprehensive System of Personnel Development (CSPD), as mandated by P.L. 94-142, The Education for All Handicapped Children Act. Procedures are outlined by which local education agency personnel can request assistance in inservice training. A discussion of needs assessment procedures includes tables on personnel needs, projections, and current levels. Eleven training areas (including the development and implementation of individualized education programs, implications of P.L. 94-142, and assessment and services for mainstreamed handicapped students) are examined in terms of priorities, objectives, strategies, and evaluation procedures. Five categories of resources are discussed: institutions of higher education, training projects, demonstration projects, materials and equipment, and scheduled training activities. (CL)

ED 169 742 EC 114 681

Flynn, Patricia And Others

Transportation of Handicapped Children.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date- 78

Note-41p.

Available from-Maryland State Department of Education, Special Education Division, Information Management Branch, P.O. Box 8717, Baltimore, Maryland 21240 ($0.60)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-First Aid, *Handicapped Children, *Safety, *School Buses, *Transportation, Wheel Chairs

The booklet presents information and illustrations regarding bus transportation of handicapped children. The roles and responsibilities of drivers and aides are discussed as are such topics as seating arrangements, first aid measures (for falls and seizures), embarking and debarking procedures (including ways to encourage independence in walking), assistive devices (canes, crutches, braces and walkers), dealing with wheelchairs and lifts, and managing disruptive behavior. (CL)

Independent Curriculum Enrichment Studies: Learning Packages for the Gifted. Table of Contents; Teachers' Sheets.

Lafayette School District, Calif.
Pub Date-76
Note-825p.; Two binders containing materials for use by students may be borrowed ; Not available in hard copy due to marginal reproducibility of original
Available from-Lafayette School District, P.O. Box 714, Lafayette, California 94549
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, *Educational Games, *Elementary Education, *Gifted, Health Education, *Independent Study, Individualized Instruction, Language Arts, Literature, Mathematics, Perception, Reading Skills, Sciences, Social Studies, Study Skills, *Talented Students, Thought Processes
Identifiers-Classroom Plans

The looseleaf binder contains a series of 268 learning packages for gifted and talented elementary school students, divided into 13 subject area sections, including art, chess, general, health, language arts, literature, mathematics, perception, reading, science, social studies, study skills, and thinking skills. Two additional sections include forms for the students to evaluate the program, and a teacher's guide on how to conduct the program. Each of the 268 units is intended to be used in conjunction with various worksheets, tape recordings, slides, microviewers, puzzles, books, activity cards, games, task cards, and other instructional materials kits, that are separately available. Each unit includes a description of materials needed, a list of work the student must turn in, a general description of the unit, and teacher information such as time required. Most units are designed for one or several students. The individual lessons cover such things as cartooning, food groups, letter writing, news reporting, secret codes, anthropology, dinosaurs, career awareness, and maps and globes. (DLS)

ED 169 744 EC 114 709

Warrick, Diane Barreth And Others

Mainstreaming: The Educational Resource Centers Model.

Jackson County Education Service District, Medford, Oreg.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-345p.

Available from-Jackson County Education Service District, 101 North Grape Street, Medford, Oregon 97501 ($25.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Basic Skills, Behavior Change, Diagnostic Teaching, Elementary Secondary Education, *Handicapped Children, Individualized Instruction, *Interpersonal Competence, *Mainstreaming, Program Development, Program Evaluation, Program Planning, Resource Centers, *Resource Room Programs, Volunteers

Identifiers-*Educational Resource Centers Program, *Oregon (Jackson County)

The looseleaf binder reports on the Educational Resource Centers (ERC) model program in Jackson County, Oregon, which fosters the mainstreaming of mildly handicapped elementary and secondary students (including learning disabled, educable mentally handicapped, emotionally disturbed, and physically handicapped). The ERC provides academic and social skills instruction in order to continue and increase a student's enrollment in regular classes. Instruction may be provided directly to the child or indirectly through consultation with the child's regular teacher. The report is divided into seven sections. A perspecitive on mainstreaming is provided, including philosophical considerations, a brief review of related research, and an examination of legislation and court decisions. The background and history of the project is reviewed, along with project planning and implementation. Program evaluation is also briefly discussed. The bulk of the report is concerned with program operation, including start-up procedures for ERC teachers, guidelines for processing referrals, individualized instruction, prescriptive programing, behavior management programs, daily monitoring, quarterly reports to parents and teachers, guidelines for termination of educational services, and volunteers. Among the four appendixes are the ERC Reading Skills Inventory and sample prescriptive programs. (DLS)

FL

ED 169 745 FL 009 544

Zierer, Ernesto, Ed.

Lenguaje y Ciencias (Language and Sciences), Vol. 17, No. 3.

Universidad Nacional de Trujillo (Peru). Departmento de Idiomas y Linguistica.

Pub Date-Sep 77

Note-41p.; Some paris marginally legible; Best copy available

Language-Spanish; English

Pub Type- Journal Articles (080) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication Problems, *Curriculum Guides, Dialects, *Dialect Studies, Discourse Analysis, *English for Special Purposes, Language Instruction, *Language Research, *Paralinguistics, Periodicals, Science Education, *Sciences, Second Language Learning, Semantics, Social Relations, Sociolinguistics, Spanish, *Speech Communication, Teaching Methods, Technical Writing

This issue contains two articles in Spanish and three in English on the following topics: the practical presentation of English for Special Purposes (ESP) materials in science programs at the National University of Trujillo, ``notional syllabus'' and ``discourse analysis'' in relation to ESP materials, extra-linguistic principles in explaining language facts, diphthongation in ``Kechwa de Ancash-Huaylas,'' and a typology of language situations. The first article is a discussion of some aspects of the practical classroom presentation of texts in scientific English using recently published textbooks. The second article is a discussion of terms: notional syllabus refers to the organization of a syllabus according to semantic expression. Discourse analysis refers to the informational coherence of texts, and the markers used to point the way to understanding such texts. In the third paper, some of the extra-linguistic principles related to language use that enable human beings to interact socially are discussed. The distinctive features of one of the dialects in the Quechua group of dialects are analyzed in the fourth article. Thirty types of communication situations involving interaction of the five factors: ``speaker, listener, channel, code and information'' are discussed and classified in the last article. (AMH)

ED 169 746 FL 009 546

Zierer, Ernesto, Ed.
Lenguaje y Ciencias (Language and Sciences), Vol. 17, No. 2.
Universidad Nacional de Trujillo (Peru). Departmento de Idiomas y Linguistica.
Pub Date-Jun 77
Note-29p.; Not available in hard copy due to print quality
Language-Spanish; English
Pub Type- Journal Articles (080) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Applied Linguistics, Communication (Thought Transfer), Concept Formation, Culture, Definitions, *English, English (Second Language), Language, *Language Instruction, Linguistics, Mathematical Vocabulary, Natural Sciences, *Sciences, Social Sciences, *Spanish, Speech Communication, *Technical Writing, Technology, *Translation, Vocabulary

This issue contains three articles in Spanish, with abstracts in English, dealing with the following topics: (1) technical and scientific language; (2) some types of misrenderings by students in translating from English to Spanish and implications for language instruction; and (3) some theoretical aspects of the formation of technical terms in English. The distinction between scientific and technical language is discussed in the first article, particularly the difference between the language of cultural sciences and the language of natural sciences and mathematics, and the influence of the particular language on scientific language in it. In the second article, three general types of misrenderings are classified on the basis of their source: omission, addition and substitution. According to its complexity, subtypes within each type are analyzed. Pedagogical implications are given. In the third article, the discussion focuses on the important role played by the communication process in scientific and technological research both in conveying information and expressing it properly. Of equal importance is the understanding of the process of formation of scientific and technical terminology. Terms, definitions and concepts are analyzed to enable the reader, particularly the second language teacher, to understand the mechanism involved in the creation of words and concepts. (AMH)

ED 169 747 FL 009 950

Kummer, Irmela Willeke, Ottomar

Zum Problem des kommunikativen Handelns, der Grammatik'' und der Vermittlung der kommunikativen Kompetenz im Bereich Deutsch als Fremdsprache'' (On the Problem of Communicative Activity of Grammar and of the Developing of Communicative Competence in the Area of German as a Foreign Language). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 24.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date- 76

Note-15p.

Language-German

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communicative Competence (Languages), Curriculum Development, *Language Instruction, Learning Activities, Modern Language Curriculum, Second Language Learning, *Speech Communication, *Teaching Methods

Identifiers-*Dialogs (Language)

Communicative Competence'' is today the avowed primary aim of foreign language teaching. This paper points out that communicative competence in this context differs from communicative competence between two native speakers of the same language. In the two cases the difficulties that appear are not the same. Various possible dialogue elements are discussed, such as Speaker A requesting information, suggesting, asserting, commanding; and Speaker B informing, accepting, denying, etc. It is suggested that future courses, teachers' handbooks and teacher-training schools should emphasize these communicative acts and also non-verbal aspects as well as language games, situations,'' role-playing and simulation. It is suggested that, rather than whole courses, teaching units should be constructed, suitable for various age and occupation groups. (WGA)

ED 169 748 FL 010 001

Strauss, Andre
Communication.
Paris Univ. (France).
Pub Date- 78
Note-57p.; Parts May be marginally legible due to type
Available from-Didier-Erudition, 40, Rue du Fer-a-Moulin, 75005, Paris, France ($8.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Communicative Competence (Languages), Cultural Background, Language Instruction, *Language Research, Language Role, Languages for Special Purposes, *Mass Media, *Second Language Learning, Speech Communication, *Verbal Communication

The following essays on communication are presented: communication as a condition of survival, communication for special purposes, the means of transmission of communication, communication within social and economic structures, the teaching of communication through the press, the teaching of modern languages, communication as a point of departure, research at the Centre for Applied Study in Communication, individual culture in 1976, and the United States in 1976. One of the points is that learning languages for special purposes in the present-day technological world makes it necessary to learn the conventions corresponding to the particular field. Languages for special purposes are only taught to people who already know their native language and are fluent in the foreign language concerned. In communicating a message, it is not possible to grasp the measure of a given message without a clear understanding of the procedures used to transmit it. Communication between two or more people, telephone, radio, television, and the cinema are discussed. Horizontal and vertical communication, and space and time as the two main elements involved in the receipt and examination of a message, are discussed. It is suggested that communication requires the right psychological approach, adequate knowledge, and control of the expressions of the technical language. (SW)

ED 169 749 FL 010 074

Waggoner, Dorothy

State Education Agencies and Language-Minority Students.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-239
Pub Date-78
Note-42p.
Available from-National Center for Education Statistics, 400 Maryland Ave., S.W., Washington, D.C. 20202 (free)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, *Educational Assessment, Federal Legislation, *Language Programs, *National Surveys, Needs Assessment, *Non English Speaking, Program Administration, Second Language Learning, *State Departments of Education, *State Programs, *State Surveys, Teacher Certification
Identifiers-*Elementary Secondary Education Act Title I

A summary is presented of the survey of State Education Agencies on Limited-English-Speaking Persons from Non-English-Dominant Backgrounds.'' The survey was designed to determine: (1) the extent of data currently available at the state level on the numbers of persons in the potential target group in each state, (2) the numbers who were served with special state and/or local programs in 1974-75, and (3) the personnel working with programs at the local and state levels. It was a preliminary effort to learn something about the extent of state and local effort to meet the needs of this group. It was also an attempt to obtain information about the extent of available data on special programs under Title I of the Elementary and Secondary Education Act and participation in them by limited-English-speaking persons. Information is presented on the legislative authority for bilingual education programs and certification of teachers for programs for persons from non-English-dominant backgrounds. Statistical data and a sample survey questionnaire are included. (SW)

ED 169 750 FL 010 091

Miles-Herman, Marilynne

The Collection, Creation and Analysis of Oral English as an Additional Language Games (K-Adults).

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Pub Date-Jun 78
Grant-DG-215
Note-100p.; May be marginally legible due to light print
Available from-Educational Research Institute of British Columbia, Suite 400, 515 West 10th Avenue, Victoria, B.C. V5Z 4A8
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Games, *Communicative Competence (Languages), Educational Games, *English (Second Language), Game Theory, *Instructional Aids, *Instructional Materials, *Language Instruction, Language Proficiency, Media Selection, Second Language Learning, Speech Communication, Speech Skills, *Teaching Methods, Teaching Procedures, Verbal Tests

This report summarizes the kinds of oral games that are available to English as an Additional Language (EAL) classrooms, briefly outlines current research, and stresses the need for more exploration in kinds and varieties of games. A guide to typical, successful classroom games, this report includes eighty-one selected oral games, which are fully described with objectives, materials, procedures, preparation, and analyses for each. General pointers for the use of oral games are listed, including a sampling of suggestions by teachers from Vancouver, British Columbia. The suggestions state that games should: (1) be brisk, involving a maximum number of students; (2) offer a change of pace, controlled but entertaining; (3) be an acculturation/enculturation process; (4) demonstrate the various social levels of English; (5) commence with a model and follow with an imitation; (6) be within the ability range of all pupils; (7) have clear directions, and be pretested; and (8) differentiate between children and adults in type and style of all games. Methods for evaluation of oral games are described. (MHP)

ED 169 751 FL 010 103

Garganta, Soledad Ramirez, Inez
Bilingual Reading.
Pub Date-21 Oct 78
Note-14p.; Paper presented at the joint conference of the Southern Conference on Language Teaching, the Texas Foreign Language Association, and the Texas Teachers of English to Speakers of Other Languages (San Antonio, Texas, October, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Bilingualism, Bilingual Students, Elementary Secondary Education, English, *English (Second Language), *Language Dominance, Language Instruction, *Language Proficiency, Language Skills, Language Tests, Reading Instruction, Reading Level, *Reading Programs, Reading Skills, *Reading Tests, Second Language Learning, Spanish
Identifiers-Fabens Independent School District TX, *Limited English Speaking Ability

This report discusses the importance of bilingual reading instruction for limited English speaking ability (LESA) students, and careful testing of their language dominance and reading levels. Bilingual students, and English- and Spanish-dominant students from the Fabens Independent School District, Grades K-13, were tested for the data reported here. The Fabens Language Proficiency Test and Informal Reading Inventories (IRI's) were administered, and results showed that the percentage of students reading below grade level averaged 72.60% in Grades 1-12 (non-readers are the norm for K). The following objectives were established: (1) to develop students' language skills in both English and Spanish; (2) to design and develop materials and programs to meet the needs of LESA students; (3) to enhance appreciation of cultural heritage; (4) to increase community, parental, and school interaction; and (5) to develop teacher competencies in two languages through both pre-service and in-service individualized programs. In particular, the testing of language dominance is discussed, including an explanation of the Canutillo/Fabens Oral Language Dominance and Proficiency Inventory, described as sequential, progressive and inherently self-checking. A flow chart for this process and a description of the reading level assessments used are also included. (MHP)

ED 169 752 FL 010 119

Kaneshiro, Vera Oovi
Piyaataalghiit (Going for a Walk).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Mar 75
Note-27p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.75)
Language-English; Yupik
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, *Eskimo Aleut Languages, *Folk Culture, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages
Identifiers-*Yupik

This reader in the Siberian Yupik language is intended for beginning readers on the elementary school level. Pen-and-ink drawings illustrate the text and a free English translation is appended. (NCR)

ED 169 753 FL 010 120

MacLean, Edna Ahgeak

Suvali Una? (And What Is This One Doing?).

Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-77
Note-36p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.75)
Language-English; Inupiaq
Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages
Identifiers-*Inupiaq

This bilingual reader in the Barrow Inupiaq language and in English is intended for beginning readers on the elementary school level. Pen-and-ink drawings illustrate the text and a free English translation is appended. (NCR)

ED 169 754 FL 010 121

Hartman, Don, Comp. Hutto, Max, Comp.
Guidelines for Out-of-School Credit in Foreign Travel.
Jefferson County Board of Education, Birmingham, Ala.
Pub Date-78
Note-51p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cultural Awareness, Cultural Education, Cultural Exchange, *Foreign Countries, *High School Students, Instructional Trips, International Educational Exchange, *Resource Guides, Second Language Learning, *Student Exchange Programs, *Study Abroad, *Tourism, Transportation, *Travel

Guidelines for out-of-school credit in foreign travel through the Foreign Study Program for high school students are presented. This program is offered to high school students in a format that encompasses areas contiguous to all major curriculum courses of the secondary school. The following topics are addressed: (1) program goals and objectives, (2) student requirements, (3) pre-travel meetings, (4) suggested curriculum assignments, (5) suggested post travel evaluation, and (6) calculation of hours for credit. The section concerning teacher responsibility in planning travel includes the following topics: (1) securing competent travel agencies, (2) information on travel agents, (3) services and charges of travel agencies, (4) transportation and hotel reservations, (5) package tours through travel agencies, (6) group tours through travel agencies, (7) description of facilities, (8) cancellations, (9) charter flights, (10) questions to ask the travel agent, (11) orientation, (12) insurance, (13) travel fees, (14) participation agreement, (15) changes in itinerary and travel fees, (16) terms of student participation, (17) notice to school and board of education, (18) selection of students to travel, (19) what to wear, (20) what to do in case of injury or sickness, and (21) evaluating foreign language programs abroad. (SW)

ED 169 755 FL 010 170

Travisi, Sandra

L'Apprentissage de la relativisation en francais par des adolescents de langue italienne (The Learning of Relative Pronouns in French by Italian-Speaking Adolescents). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 28.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-78

Note-26p.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Development, Cognitive Processes, Communicative Competence (Languages), Error Analysis (Language), *French, Higher Education, Language Development, *Language Instruction, *Language Processing, Language Proficiency, *Language Research, Language Skills, Language Usage, *Learning Processes, *Pronouns, Psycholinguistics, Secondary Education, *Second Language Learning, Sentence Structure, Skill Development, Syntax, Teaching Methods

Identifiers-*Interlanguage, Relative Pronouns

This study presents an analysis of the successive steps used by Italian-speaking secondary school students to acquire mastery of the relative pronoun in standard French. This structure was chosen for study because the acquisition of the French relative pronoun is a source of difficulty for Italian learners. An analysis was made of the students interlanguage as it evolved from the second through the fifth year of study in order to explain errors and to clarify the students' learning strategies. The analysis was limited to the forms qui,'' que,'' and dont.'' It was hypothesized that facility in the use of relative pronouns is acquired in several steps. The pronouns qui'' and que'' generally serve as connectives, and rules concerning the elimination of the element to which the pronoun refers are applied only gradually. The morphophonological rules are observed only after the acquisition of competence in elimination of the second identical element in the clause. It appears that these steps parallel cognitive development in children. Acceptance of the data implies that the intermediate steps, including errors, would have to be accepted. If formal language instruction is to terminate at an intermediate level, it is suggested that such errors not be corrected because they are not a barrier to communication. It is noted that the students' simplifcation process is also found in popular French. (AMH)

ED 169 756 FL 010 172

Muller, Charles

Lexique et procedures heuristiques. Arguments pour un renouvellement de l'enseignement du vocabulaire au degre elementaire (Word-Study and Heuristic Processes. Arguments for a Renewal in the Teaching of Vocabulary at the Elementary Level). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 28.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date-78
Note-18p.
Language-French
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Discovery Learning, *Discovery Processes, Elementary Education, *French, Grade 2, Grade 3, Inductive Methods, Language Development, Language Instruction, *Language Processing, *Language Research, Language Skills, Learning Processes, Learning Theories, Second Language Learning, Semantics, Syntax, Teaching Methods, Verbal Development, *Vocabulary Development
Identifiers-*Interlanguage

A study is described of heuristic devices useful in learning both native and second languages. The study concerns particularly the means used by very young students (second and third graders) in vocabulary acquisition and in the establishment of semantic relationships. It was of concern to verify if (1) the children would use their knowledge of verbal relationships, such as synonyms and antonyms, to discover the semantic consequences of certain types of relationships; and (2) if they would have recourse to original heuristic procedures, that is those not yet introduced by the instructor. Some reflections are offered on activities in the domains of word definition, derivation and polysemia. Mastery of the more formal means of definition seems to be linked to the child's developmental stages, and there is a noticeable relationship between grammatical categories and the means used by the children to define the word. In the matter of derivation, the children discovered they could create new words by using prefixes and suffixes, and that they could verify their discovery by looking the words up in the dictionary. Because of the degree of abstraction involved in polysemia, the children's natural resources in this domain and in the use of homonyms were found to be limited. The positive effects of the study concerned not only vocabulary increase but also teacher-student relationships and the children's own participation in the learning process. (AMH)

ED 169 757 FL 010 184

Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-383p.

Available from-University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Biculturalism, *Bilingual Education, Cultural Education, Educational Assessment, *Educational Research, Elementary Secondary Education, Higher Education, Language Attitudes, Language Development, *Language Instruction, *Language Research, Language Skills, Linguistic Performance, *Multicultural Education, Program Administration, *Research Projects, Sociolinguistics, Teacher Education

Dissertation abstracts describing research on a wide variety of topics in bilingual education are presented. This publication is designed to provide background material for bilingual educators as well as practical procedures for bilingual teachers, administrators, counselors, and evaluators. The titles were acquired by using the two broad descriptors of bilingual and bicultural. The dissertations are presented under the following divisions: program management, assessment, language curriculum, and affective domain. The following topics are covered: scope, history, and legislation; development; bilingual program models; comparative studies (bilingual/monolingual); teacher education; investigations beyond North America; language proficiency; intelligence; acquisition and development; concept and development; language and culture; linguistics; sociolinguistics; reading and language arts; content fields; special education; career education; audio-visual media; self-concept; and attitudes toward bilingual education. (SW)

ED 169 758 FL 010 199

Charrow, Veda R. Crandall, Jo Ann

Legal Language: What Is It and What Can We Do About It?

Pub Date-78
Note-22p.; Paper presented at the New Wave Conference of the American Dialect Society (7th, Washington, D.C., November 4, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Dialects, Dialect Studies, *Language Research, *Languages for Special Purposes, *Language Standardization, *Language Usage, Language Variation, *Laws, Lawyers, Mutual Intelligibility, Nonstandard Dialects, *Public Policy, Semantics, Syntax, Vocabulary, Written Language
Identifiers-*Legal Language

The simplification of legal language is required by President Carter's Executive Order requiring "clear and simple English" in government regulations. A major problem in the simplification process is the absence of any adequate description or classification of legal language. This paper defines some specific features of legal language, its functions within the legal community and society as a whole, and discusses some aspects of the simplification of legal language. Like any dialect, legal language serves separating, unifying, and prestige functions. In addition, it requires a lengthy acquisition process, undergoes change and growth, and has identifying syntactic features. Recent research suggests that there is more to legal language than lexicon. For example, a study of the comprehension of standard jury instructions points out several linguistic features which appear to typify legalese but are not common in other varieties of English. Attempts to simplify legal language have been generally of two types: (1) readability indices or formulas which measure symptoms of incomprehensibility; and (2) a rhetorical or editing approach that emphasizes the reader's point of view. It is suggested that research in the comprehension of nonlegal language can provide insight into the linguistic barriers to comprehension of legal language. (Author/AMH)

ED 169 759 FL 010 223

Welsing, W. P. B. M.

Pub Date 78

Note-8p.; Paper presented at the International Association of Teachers of English as a Foreign Language Conference (April 14, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communicative Competence (Languages), Course Objectives, *Educational Objectives, Humanistic Education, *Language Fluency, *Language Instruction, *Second Language Learning, Teaching Guides, *Teaching Methods, Verbal Communication

The beneficial aspects of introducing objectives for foreign language teaching based on functional or communicative principles are discussed. Functional objectives make the learner the center of interest and aid in the process of deciding what to include in a syllabus. Functional objectives offer more guidelines for the teacher in the classroom and help teachers and learners to see the relationship between what is being done in the classroom and what is expected of the learner at the end of the course. Functional objectives also demand a greater interest in ``communicative'' tests. The problem of consistently building up a functional syllabus for beginners is addressed, and it is argued that it is possible to grade material in a functional syllabus by the choice of authentic material and by concentrating on some of the lexis and some of the structures. Caution is advised against focusing on the lists of structures and lexical items instead of considering the philosophy behind the approach. In addition, there is a danger of oversimplifying what one considers the needs and interests of learners. (SW)

ED 169 760 FL 010 226

Teeluk, Martha

Qanuq Kayuqtuq Kaviqsiruaq (How the Fox Turned Red).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-May 73

Note-28p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.25)

Language-English; Inupiaq

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages

Identifiers-*Inupiaq

This children's story in the Kobuk Inupiaq language is a traditional tale told in the Alaskan Yupik-speaking areas. It is intended for elementary school children who have a good grasp of the language. Pen-and-ink drawings illustrate the story and a short introduction in English is included. (NCR)

ED 160 781 FL 010 227

MacLean, Edna A.

Avilaitqatigiik (The Two Friends).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-May 74

Note-50p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.75)

Language-Inupiaq

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, Second Language Learning, Tales, Uncommonly Taught Languages

Identifiers-*Inupiaq

This children's story in the Barrow Inupiaq language is intended for beginning readers of the Alaskan language. Pen-and-ink drawings illustrate the story of two animals. The text contains programmed vocabulary. (NCR)

Nicolie, Katherine

Ndal Tsukdu Gheldzay Tsukdu (Crane Story and Moon Story).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-Aug 76

Note-22p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.25)

Language-English; Athapascan

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Secondary Education, Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages

Identifiers-Talkeetna, *Tanaina

These traditional stories in the Tanaina Athapaskan language (Talkeetna dialect) are intended for competent speakers of the Alaskan language who have knowledge of the writing system. An interlinear English translation is included as well as a free English translation. (NCR)

ED 169 763 FL 010 229

Pete, Shem

Digelas Tukda (The Story of a Tanaina Chief).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-77

Note-37p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.25)

Language-English; Athapascan

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Secondary Education, *Folk Culture, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages

Identifiers-Susitna, *Tanaina

This story in the Tanaina Athapascan language (Susitna dialect) is about a Tanaina Chief and tells about Tanaina life in the nineteenth century. It is intended for competent speakers of the Alaskan language who have knowledge of the writing system. An interlinear English translation is included as well as a free English translation. (NCR)

ED 169 764 FL 010 230

Peter, Katherine
Vak'aandaii (Touch It).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-74
Note-22p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)
Language-Athapascan
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, *Folk Culture, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, Second Language Learning, Tales, Uncommonly Taught Languages
Identifiers-*Gwich in

This booklet in the Gwich'in Athapascan language is for beginning readers and is written only in the Alaskan language. (NCR)

ED 169 765 FL 010 231

Nageak, Vincent

Ataatalugiik (Grandchild with Grandfather).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-Mar 75

Note-105p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($2.50).

Language-Inupiaq

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Secondary Education, *Folk Culture, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages

Identifiers-*Inupiaq

This traditional story in the Barrow Inupiaq language is intended for competent speakers of the language with knowledge of the writing system. Pen-and-ink drawings illustrate the text. (NCR)

ED 169 766 FL 010 232

Ahvakana, Floyd

Avaqqanaa Quliaqtuaqtanik: I. Qupqugiaq; II. Inuqulligaurat (I. The Ten-Legged Polar Bear; II. Dwarves).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Mar 75

Note-23p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)

Language-Inupiaq

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, Folk Culture, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages

Identifiers-*Inupiaq

These traditional stories in the Barrow Inupiaq language are intended for competent speakers of the language with knowledge of the writing system. Pen-and-ink drawings illustrate the text. (NCR)

ED 169 767 FL 010 233

Yachmeneff, Alexey M.

Unangam Ungiikangin I (Aleut Traditions).

Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Feb 76
Note-130p.; Some pages may be marginally legible due to print quality
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($4.00)
Language-English; Aleut
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, *Eskimo Aleut Languages, *Folk Culture, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages

This volume of Aleut traditions contains seven stories written in the Aleut language with a page-by-page free English translation. This is the first of a series of booklets designed to bring back to the Aleut people some of the traditions collected in the years 1909-1910 by a Russian ethnologist. (NCR)

ED 169 768 FL 010 234

Kari, James, Comp.
Dena'ina (Tanaina) Noun Dictionary.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Nov 77
Grant-R01-20196-74-54
Note-361p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($8.00)
Language-English; Athapascan
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Cultural Background, Dialects, Language Classification, *Language Instruction, Lexicography, Nominals, Phonology, Regional Dialects, Second Language Learning, Semantics, Uncommonly Taught Languages, *Vocabulary
Identifiers-*Dena'ina, *Tanaina

This noun dictionary of the Athapascan language covers all dialects of the Tanaina language of the Cook Inlet region. It has been prepared for the Dena'ina people to help maintain their language and culture. The introduction explains the Dena'ina dialects and the phonological system of the Dena'ina alphabet. The dictionary is organized into semantic categories and most words can be located by thinking about the subject area a word most naturally belongs to. A Dena'ina-English index is appended listing all the Dena'ina entries alphabetically along with the page number on which each word appears in the subject chapters. The dictionary contains 30 chapters and about 5,500 Dena'ina entries. (NCR)

Peter, Katherine
Gineerinlyaa (Poems).
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-74
Note-18p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)
Language-Athapascan
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, Folk Culture, *Instructional Materials, *Language Instruction, *Poetry, *Reading Instruction, *Reading Materials, Second Language Learning, Uncommonly Taught Languages
Identifiers-*Gwich in

This collection of poems in the Gwich'in Athapascan language is intended for elementary school children who have a good grasp of the language. Pen-and-ink sketches illustrate the text. (NCR)

ED 169 770 FL 010 236

Peter, Katherine

Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jul 75

Grant-RO-20196-74-54

Note-19p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.00)

Language-Athapascan

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Cultural Background, Elementary Education, *Folk Culture, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, Second Language Learning, Uncommonly Taught Languages

Identifiers-*Gwich in

This workbook in the Gwich'in Athapascan language contains six reading selections with questions for elementary school students who have a good grasp of the language. (NCR)

ED 169 771 FL 010 237

Williams, Frank Williams, Emma
Tongass Texts.
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-78
Note-125p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($4.50)
Language-English; Tlingit
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Consonants, Cultural Background, Dialects, *Folk Culture, *Instructional Materials, *Language Instruction, Phonology, *Reading Instruction, *Reading Materials, Second Language Learning, Tales, Uncommonly Taught Languages, Vowels
Identifiers-*Tlingit, *Tongass

This bilingual volume in the Tongass dialect of the Tlingit language and in English contains stories about the cultural heritage of the Tlingits. The introduction in English describes the phonology of the dialect. The five stories include free English translations, and are entitled: (1) Concerning Our Heritage; (2) The War at Goochlaakanoow; (3) Concerning Tlingit Medicine; (4) Concerning Food; and (5) The Lazy Woman. Explanatory notes on the text in English are appended. (NCR)

ED 169 772 FL 010 240

Otayahak, Jimmy

Otayahuk Ungazimi (Otayahuk in Ungaziq).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-73

Note-19p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.25)

Language-Yupik

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, Bilingual Education, *Childrens Literature, Cultural Background, Elementary Secondary Education, *Eskimo Aleut Languages, Eskimos, *Folk Culture, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, Second Language Learning, *Tales, Uncommonly Taught Languages

Identifiers-*Yupik

This story in the Siberian Yupik language is about a visit the author made to Siberia. It is intended for competent speakers of the language who have knowledge of the writing system. Pen-and-ink drawings illustrate the text. (NCR)

ED 169 773 FL 010 246

D'Anglejan, Alison And Others

Solving Problems in Deductive Reasoning: Three Experimental Studies of Adult Second Language Learners. Working Papers on Bilingualism, No. 17.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-79

Note-22p.; Paper presented at the Annual Conference on Applied Linguistics (8th, Ann Arbor, Michigan, 1977)

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M58 1V6 (as long as supply lasts).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstract Reasoning, *Adult Learning, Adults, Bilingual Education, Bilingualism, *Cognitive Processes, Deductive Methods, English (Second Language), Error Analysis (Language), Immersion Programs, Language Processing, Language Proficiency, *Language Research, *Logical Thinking, Problem Solving, *Reading Processes, *Second Language Learning, *Second Languages, Thought Processes

Three experimental studies were carried out to examine the ability of groups of learners of English as a second language to solve problems of deductive reasoning (three term linear syllogisms) in their native and second languages. In the first study involving Canadian francophones studying English, subjects solved problems more effectively in their native than in their second language. Their skill in carrying out the experimental task in English was not a function of their competence in that language. In a second study with Canadian francophone subjects the methodology was refined and multivariate statistical techniques were used to analyse the data. The findings confirmed the general pattern of results in the first study and made it possible to locate an information processing difficulty in the second language at the second stage of the problems. Study three was carried out with Arabic-speaking learners of ESL. Once again a similar pattern of results was found. Data from the three studies suggest that second language proficiency scores may not be a very sound predictor of an individual's ability to be educated or to perform certain other tasks in a second language. (Author/AMH)

ED 169 774 FL 010 247

Bialystok, Ellen Howard, Joan
Inferencing as an Aspect of Cloze Test Performance. Working Papers on Bilingualism, No. 17.
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Spons Agency-Department of the Secretary of State, Ottawa (Ontario).
Pub Date-Apr 79
Note-12p.
Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts.)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advance Organizers, *Cloze Procedure, *Cognitive Processes, Context Clues, French, *Language Instruction, *Language Processing, *Language Proficiency, *Language Research, Language Skills, *Language Tests, Logical Thinking, Reading Comprehension, Reading Development, Reading Skills, Secondary Education, Second Language Learning, Skill Development, Teaching Methods
Identifiers-*Inference

This study investigates the role of inferencing in cloze test performance and the factors that facilitate that inferencing. Four groups of high school students learning French as a second language completed sets of cloze passages under four treatment conditions. Three conditions provided a potential cue to inferencing, while the fourth was a control condition with no additional aids. The results indicated significant differences in performance attributable to the four classes, the position of the story in the set of passages, and the inferencing treatment condition. A more detailed analysis examined the relationship between experimental condition, type of error committed, and the form class of the original word required by the text. Differences in these patterns were apparent, although non-significant. It was found that certain inferencing cues can have a facilitating effect on students' cloze performance although the pattern of facilitation is different from that found on other criterion tasks. Furthermore, it is possible to encourage students' inferencing behavior through classroom training, thereby improving cloze performance. (Author/AMH)

ED 169 775 FL 010 248

Frauenfelder, Uli Porquier, Remy

Les voies d'apprentissage en langue etrangere (Learning Processes in a Foreign Language). Working Papers on Bilingualism, No. 17.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Apr 79

Note-28p.; Some pages may be marginally legible due to light print

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (as long as supply lasts).

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, Cognitive Style, Communication Skills, Communicative Competence (Languages), Comprehension, Comprehension Development, Error Analysis (Language), Interference (Language Learning), *Language Instruction, *Language Processing, Language Proficiency, *Language Research, *Learning Processes, Learning Theories, Psycholinguistics, *Second Language Learning, Speech Communication, *Teaching Methods, Thought Processes

Identifiers-Interlanguage

A general model for second language learning is proposed in this paper. First, this model aims to describe different components (input, intake, integration, output) of the learning process in terms of the information (explicit/implicit, linguistic/sociolinguistic) to which the learner is exposed. Secondly, the model serves to identify the stages, learning pathways,'' which the learner follows to develop knowledge in the target language. These pathways, of course, vary according to individual factors and the learning setting. In the classroom, the type of input provided and the output required by the teaching method and teacher's strategies together with the learner's strategies determine the pathways taken. Thus the model should be useful in examining the pathways proposed or imposed by different teaching approaches, in identifying new ones not currently exploited, and in suggesting new directions for research on the learner. (Author)

ED 169 776 FL 010 249

Seshadri, C. K. Allen, J. P. B.

English as a Foreign Language and English as a Second Language: An IEA Achievement Test Study. Working Papers on Bilingualism, No. 17.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Apr 79

Note-19p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5B 1V6 (as long as supply lasts).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, Applied Linguistics, *English (Second Language), *Language Attitudes, Language Instruction, Language Planning, Language Proficiency, *Language Research, *Language Role, Language Skills, Language Tests, Linguistic Theory, *Second Language Learning, *Second Languages, Sociocultural Patterns, Sociolinguistics

Identifiers-*International Assn Evaluation Educ Achievement

The difference between ``foreign language learning'' and ``second language learning'' is not clear because writers do not agree on the criteria to be used in making the distinction. Moreover, there is a lack of empirical evidence to justify the use of the two terms. The purpose of this study is: (1) to review the various criteria which have been used to differentiate between foreign language and second language learning, and (2) to examine one of the criteria systematically. The International Association for the Evaluation of Educational Achievement (IEA) has measured language achievement in ten countries where English is regarded as a foreign language. The same IEA tests were used in the present study to measure the achievement in English of a comparable sample of pre-university students in Baroda, India, where English is considered to be a second language. The comparison did not reveal any difference in English language achievement between the two groups of students, suggesting that the nature of the distinction between a foreign and a second language requires further investigation. (Author/AMH)

ED 169 777 FL 010 250

Hamayan, Else V. Tucker, G. Richard

Strategies of Communication Used by Native and Non-Native Speakers of French. Working Papers on Bilingualism, No. 17.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Spons Agency-Department of the Secretary of State, Ottawa (Ontario).

Pub Date-Apr 79

Note-14p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5B 1V6 (As long as supply lasts).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, *Communication Skills, *Communicative Competence (Languages), Elementary Secondary Education, *French, Grammar, Immersion Programs, Language Development, Language Instruction, Language Proficiency, *Language Research, *Language Skills, Language Usage, Learning Processes, *Linguistic Performance, Native Speakers, *Second Language Learning, Speech Communication, Syntax

Identifiers-*Avoidance Strategies (Language), Interlanguage

This study describes certain communication strategies used by Anglophone children learning French as a second language as well as by children whose mother tongue is French. Three groups of children in the third and fifth grades participated in the study: French native speakers, Anglophone children learning French in an immersion setting, and Anglophone children in a French school (submersion). Each child listened to a story read to him or her by the examiner. On the second reading, at the end of each paragraph, the child was given three (3) pictures corresponding to that paragraph and was asked to retell the story. The extent to which five syntactic structures were avoided was analyzed. Results indicated that the extent to which avoidance occurred differed according to structure, grade level and group. In addition, common strategies of avoidance, such as paraphrasing, could be identified for all children. (Author/AMH)

ED 169 778 FL 010 251

Rintell, Ellen

Getting Your Speech Act Together: The Pragmatic Ability of Second Language Learners. Working Papers on Bilingualism, No. 17.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Spons Agency-Department of the Secretary of State, Ottawa (Ontario).
Pub Date-Apr 79
Note-10p.
Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M58 1V6 (as long as supply lasts).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, Bilingual Education, Bilingualism, Communicative Competence (Languages), Cultural Factors, Discourse Analysis, *English (Second Language), Language Instruction, Language Patterns, *Language Research, *Language Styles, Language Usage, *Language Variation, Postsecondary Education, *Pragmatics, *Second Language Learning, Social Factors, Social Relations, Sociolinguistics, Spanish Speaking, *Speech Communication

A role-playing procedure for elicitation of speech acts was designed to study aspects of the communicative competence of second language learners, namely, their language variation with respect to deference when the age and sex of the addressee are systematically manipulated. Sixteen Spanish-speaking adult learners of English as a second language participated in the study. The requests and suggestions evoked in the role-playing situations, in both the native and target languages, were rated by judges for deference. The resulting scores were analyzed to yield the effects of the sex of speaker and the age and sex of addressee on the level of deference conveyed in the utterances. It was found that in the requests, age was a significant factor in both languages, but sex of speaker and addressee were significant only in Spanish. For the suggestions, significant age and sex factors appeared only in the English corpus, while there were none in the Spanish one. The results are interpreted with attention to the notions of transfer of pragmatic strategies and the concurrent reformulation of deference requirements for the second language. (Author/AMH)

ED 169 779 FL 010 254

Larkin, Greg Shook, Ron

Interlanguage, the Monitor, and Sentence Combining.

Pub Date-78

Note-8p.; Paper presented at the Los Angeles Second Language Research Forum (Los Angeles, California, October 6-8, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cantonese, Chinese, Composition Skills (Literary), Contrastive Linguistics, *English (Second Language), *Grammar, Language Patterns, *Language Research, Pronouns, *Second Language Learning, *Sentence Combining, Sentence Structure, Syntax, Writing Skills

Identifiers-*Interlanguage, *Relative Clause (Language)

An experiment on relative clause formation involving Cantonese students who were learning English was conducted. The study sought to determine whether sentence combining exercises would help Chinese students construct long relative clauses instead of the short relative clauses that exist in their first language. For the experimental group each student wrote two impromptu essays, worked on sentence combining exercises for 29 days, and then wrote a third and fourth impromptu essay. The control group students did not undertake the sentence combining exercises. The task was designed to avoid self-monitoring of the writing. Attrition of the experimental group made analysis of the experiment difficult. The following results from the small number of students who completed the experiment were obtained: the control group wrote the same number of relative clauses at the beginning and end and matched the experimental group's initial efforts; and the experimental group (five students) wrote shorter sentences, as measured by number of words per T unit, and wrote fewer relatives. (SW)

ED 169 780 FL 010 256

Titone, Renzo, Comp.

Teaching Second Language in Multilingual/Multicultural Contexts.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-Dec 77

Note-135p.; Papers presented at the Meeting of experts on language teaching in a bi-or plurilingual and multicultural environment (Paris, France, December 19-23, 1977); Best copy available

Available from-Division of Structures, Content, Methods, and Techniques of Education (ED/SCM) UNESCO, 7 Place de Fontenay, 75700 Paris, France (Distribution limited)

Pub Type- Speeches/Meeting Papers (150) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingual Education, *Bilingualism, Communication (Thought Transfer), Contrastive Linguistics, *Cultural Pluralism, Curriculum Development, Diglossia, Educational Objectives, Elementary Secondary Education, Higher Education, Individual Differences, Interference (Language Learning), *Language Instruction, Language Research, Languages for Special Purposes, *Multicultural Education, *Multilingualism, Psycholinguistics, *Second Language Learning, Sociolinguistics, Teaching Methods

Identifiers-*UNESCO

The nine papers presented here treat the implications for language teaching arising from the fundamental notion that personal growth, cultural development and international communication are three interwoven elements of human progress. The papers are organized as follows: (1) an introductory chapter on language learning for cultural development and international communication, focusing on instructional objectives in the context of general educational goals; (2) language contact in a multicultural context, emphasizing the relationship between diglossia and bilingualism, interference and language attitudes; (3) contrastive psycho-sociolinguistics and language teaching, including a discussion of error analysis and pedagogical implications; (4) psychological and socio-educational aspects of bilingual and multicultural education; (5) language varieties, language levels, language for special purposes and individual differences; (6) curriculum organization and interdisciplinary information; (7) language teaching strategies, particularly formal grammar-translation and reading approaches, various functional approaches, and an integrated approach; (8) language teaching tactics, techniques, procedures and aids; and (9) the expansion of research in second-language teaching. Each section contains a bibliography. (AMH)

ED 169 781 FL 010 258

Solomon, Denis, Comp.

Initial Survey of Foreign Language Teaching Policies, Facilities and Methodology in the Caribbean. Linguistic Documentation for the Developing Countries: Cases, Problems, Solutions, No. 5.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-Feb 78

Note-105p.; Parts may not reproduce clearly

Available from-Division of Structures, Content, Methods, and Techniques of Education (ED/SCM) UNESCO, 7 Place de Fontenay, 75700 Paris, France (Distribution limited)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Policy, Foreign Countries, Instructional Materials, Instructional Media, International Educational Exchange, *Language Attitudes, *Language Instruction, Language of Instruction, *Language Planning, *Language Programs, *Language Research, National Norms, National Programs, Official Languages, Second Language Learning, Second Languages, Teaching Methods

Identifiers-*Caribbean, *UNESCO

A study sponsored by the United Nations Educational, Scientific, and Cultural Organization had the following objectives: (1) to describe and evaluate the policies, practices, facilities, and methodology of foreign language teaching in the Commonwealth Caribbean, the Dominican Republic, Haiti, Suriname, the Netherlands Antilles, and Cuba; (2) to describe and evaluate the external resources in the field of language teaching; (3) to examine the language patterns and attitudes in the different countries; (4) to describe and evaluate current measures for overcoming language barriers (e.g., interpretership and translation services); and (5) to make recommendations for projects to reduce language barriers among the countries. Questionnaires, which are appended, were sent to various agencies, and interviews were also conducted. It is concluded that there exists in the Caribbean an educational infrastructure, a pool of personnel, and a level of consciousness that is sufficient for a successful program to reduce language barriers. Short-term recommendations concern language teaching; medium-term recommendations concern reforms in school systems and the creation of machinery for new functions outside the school systems; and long-term recommendations concern national language planning and policy. Languages of the sub-region are listed for each country. (SW)

ED 169 782 FL 010 200

ALSED Round Table. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-Aug 74
Note-14p.; Conference held at UNESCO House (Paris, France, May 8-10, 1974)
Available from-Division of Structures, Contents, Methods, and Techniques of Education (ED/SCM) UNESCO, 7 Place de Fontenay, 75700 Paris, France (Distribution limited)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropological Linguistics, Applied Linguistics, Educational Anthropology, *Educational Policy, Information Dissemination, Interdisciplinary Approach, International Educational Exchange, *Language Instruction, *Language of Instruction, *Language Planning, *Sociolinguistics, Teacher Education
Identifiers-*UNESCO

A report of a round table meeting on Anthropology and Language Science in Educational Development (ALSED) of the United Nations Educational, Scientific and Cultural Organization is presented. The purpose of the discussions was to develop national strategies to take advantage of the resources of anthropology and language science to improve the teaching of language and the educational system as a whole. Issues included identification of needed research, training of research workers, and the practical application of research. Emphasis was placed on the need for an interdisciplinary approach to the study of linguistic problems, and in particular the social and psychological aspects of language activity in a given national context. Ways to promote international coordination for the exchange of information and workers were addressed. The following functions of ALSED were described: (1) dissemination of information and clearinghouse activities; (2) exchange of specialists and promotion of contacts between professional groups; (3) assistance in financing; and (4) advisory functions. Particular attention was focused upon the following issues: (1) the learning process and the acquisition of language skills; (2) new approaches to the teaching of the mother tongue; (3) the correlation between linguistic competence and the efficiency of the educational system; (4) evaluation; (5) methods and programs for training teachers of the mother tongue; (6) studies of the adaptation of syllabuses and teaching methods; and (6) language descriptions and language use surveys as prerequisites for language policy and planning, curriculum development, and teaching methods. (SW)

ED 169 783 FL 010 265

Olshtain, Elite

Individual Learning Strategies: A Case Study of Three Hebrew Speakers Learning English as a Second Language.

Pub Date-Oct 78
Note-22p.; Paper presented at the Los Angeles Second Language Research Forum (Los Angeles, California, October 6-8, 1978).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Skills, Elementary Education, English (Second Language), Hebrew, Language Attitudes, Language Proficiency, *Language Research, Language Skills, *Learning Characteristics, *Learning Motivation, *Learning Theories, *Second Language Learning, *Speech Communication, *Transfer of Training, Verbs

This paper presents a number of hypotheses concerned with individual learning strategies based on a pre-experimental, observational case study. Three children (two seven-year-olds and one eleven-year-old) native speakers of Hebrew were the subjects of the study. The language data collected from them consisted of spontaneous speech about their everyday activities. The study presented here centers around two main issues: (1) the construction of an index of development based on the acquisition of the progressive form in English; and (2) the development of an index of evaluation for individual learning strategies. Samples of indexes are given in the paper, supported by the data observed in the study. It is suggested that such indexes be developed for each of the various sets of factors affecting second language learning in order to arrive at a more global learning profile. (Author/AMH)

Pulu, Tupou L.

A Preliminary Descriptive Study of Village Student English Language Ability in the Lake and Peninsula School District With Recommendations For Language Instruction.

Alaska Univ., Anchorage. National Bilingual Materials Development Center.
Pub Date-Jun 78
Note-91p.; Not available in hard copy due to print quality
Available from-National Bilingual Materials Development Center, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement Tests, *Alaska Natives, Elementary Secondary Education, *English, Language Ability, Language Instruction, *Language Research, *Language Skills, Morphology (Languages), Oral Reading, Phonology, Semantics, Speech Skills, Spelling, Syntax, *Tenl, *Underachievers, *Writing Skills
Identifiers-*Alaska (Peninsula)

A study was conducted to describe the ability of students to handle the various systems of the English language (phonology, morphology, syntax, and semantics) and to determine how these systems are being affected by the linguistic environments surrounding the students. The 210 student subjects were enrolled in seven of the schools of the Lake and Peninsula School District in Alaska and represented the three linguistic groups in the area: Alutiiq, Dena'ina, and Yup'ik. Data were collected using the Gilmore Oral Reading Test Forms C and D, student writing samples, and student oral speeches. The following types of errors were analyzed: substitutions, mispronunciations, words requiring hesitation, disregard of punctuation, insertions, repetitions, and omissions. Results of the analysis of the students' ability are presented separately for phonology, morphology, syntax, and semantics. Effects of the linguistic environments on the students' English ability are also discussed. Suggestions for improving students' chances of mastering the English language are offered for administrators, teachers, and parents. A brief evaluation is also presented of materials used in the schools. (SW)

Laughlin, Robert M.

Of Wonders Wild and New: Dreams from Zinacantan. Smithsonian Contributions to Anthropology, No. 22.

Smithsonian Institution, Washington, D.C.
Pub Date-76
Note-191p.; Some small print may be marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. 047-000-00340-7, $3.30)
Pub Type- Creative Works (030)
EDRS Price - MF01/PC08 Plus Posta[illegible].
Descriptors-American Indian Languages, Cultural Awareness, Cultural Background, Cultural Enrichment, *Cultural Images, Cultural Traits, *Ethnography, Ethnology, *Folk Culture, *Mayan Languages, Mexicans, Social Influences, *Sociocultural Patterns, *Tzotzil
Identifiers-*Dreams

This collection of 260 dream texts from Zinacantan, Chiapas, Mexico, is an English translation of the original texts recorded in the Tzotzil (Mayan) language. The introduction discusses dreams as a centrally important, but much neglected aspect of Middle American cultures. The dreams of eleven Zinacantecs, two of whom were shamans, are included. Dreams are ascribed considerable importance by the Zinacantecs, who see them not merely as portents of future events, but as actual, present encounters of the individual's soul, both in its contest with the souls of hostile humans and in communication with the deities. Over one hundred dream motifs are given standard interpretations by the Zinacantecs, who modify them to fit personal situations. The dreams are accompanied by ethnographic commentary. (Author/NCR)

ED 169 786 FL 010 278

Chimombo, Moira

A Study of Code-Mixing in Bilingual Language Acquisition.

Pub Date-Dec 78
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bantu Languages, *Bilingualism, *Child Language, *Code Switching (Language), *English (Second Language), Grammar, Interference (Language Learning), Language Development, *Language Research, Language Usage, *Linguistic Borrowing, Morphology (Languages), Preschool Children, Second Language Learning, Syntax, Vocabulary
Identifiers-*Chichewa, Code Mixing (Language)

The nature and extent of code-mixing in the language acquisition process over a 12-month period was studied with a child growing up in a bilingual English-Chichewa (Bantu language) speaking home. Data are examined from age 18 1/2 months to 30 1/2 months. Definitions of code-switching are offered, and an analysis of code-mixing in the speech of the author's daughter is presented. Utterances were abstracted that contained: (1) loan words and loan blends that are in common usage in Chichewa speakers; (2) the family's loan words for which Chichewa has no equivalent; (3) genuine mixing, where both languages had different words, but the child either did not know the word in the language she was speaking, or did not use it for that particular utterance; (4) morphological borrowing; and (5) examples where the child seemed to be aware of mixing, and switched to the language in which she could say the whole sentence. The paper includes speech samples, data on percentages of types of mixing, data on percentages of syntactic utterances mixed, and a list of utterances that were mixed at the level of the phrase. (SW)

ED 169 787 FL 010 282

Donahue, Mavis L.

Form and Function in Mother-Toddler Conversational Turn-Taking, Occasional Paper No. 5.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0073
Note-36p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Language, *Communicative Competence (Languages), Comprehension Development, Intonation, *Language Development, Language Patterns, *Language Research, *Longitudinal Studies, *Parent Child Relationship, Phonology, Preschool Children, Psycholinguistics, Semantics, Stress (Phonology), *Suprasegmentals, Syntax
Identifiers-*Turn Taking

Most studies of language acquisition overlook the fact that a child learns language in the context of acquiring the social skill of conversing known as ``turn-taking.'' The few studies of verbal turn-taking in children suggest that prosodic features (suprasegmentals) and turn-taking skills are integrated by the age of two years, nine months, and that prosodic patterns may play an important role in calibrating turn-taking. This study sought to determine what happens in the second year of life to facilitate this process. Subjects for this study were four mother-toddler dyads. The children, two boys and two girls, ranged in age from 12 to 19 months at the start of the study. Half-hour samples of each dyad's conversations were audiotaped and videotaped every two to three weeks for seven to nine months. A coding system was devised to categorize utterances within conversational exchanges. Two strategies of conversational turn-taking were discerned among the dyads: (1) one demonstrating that conversation is symmetrical and imitative; and (2) the other indicating that conversation is asymmetrical and complementary. The evolution of these strategies can be described in three phases, involving: (1) conversation-initiating strategies; (2) response-turn strategies; and (3) an increase in the use of function-based response-turns. The study suggests that children learn formal conversational conventions which effectively calibrate the language addressed to them long before the appearance of two-word constructions. (AM)

ED 169 788 FL 010 283

Bruzzese, Giannina

The Effect of Formal Instruction on the Pidginized Speech of One Second Language Learner.

Pub Date-Oct 78

Note-25p.; Paper presented at the Los Angeles Second Language Research Forum (2nd, Los Angeles, California, October 6-8, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age, *English (Second Language), Grammar, *Italian, *Language Instruction, *Language Research, *Morphemes, Morphology (Languages), Negative Forms (Language), *Pidgins, Plurals, *Second Language Learning, Social Factors, Student Motivation, Verbs

The effect of formal instruction in English as a Second Language (ESL) on the pidginized speech of a second language learner was studied. The subject was a 76-year-old Italian woman residing in the United States since the age of 37. Four one-hour tapes were made of the subject's speech in April of 1976, and during the last five months of a two-semester elementary ESL course. In the fall of 1977, at the beginning of an intermediate ESL course, elicited imitations were recorded. The subject's speech samples, which consisted of both free and elicited speech, were examined for changes in the production of negatives, the copula, regular and irregular past tense, third person present tense s'', and plural. Results indicate no significant effect on any of the above features. Age, social distance, and motivation are discussed as possible explanations for the minimal effects of instruction on the subject's pidginized English. (AM)

ED 169 789 FL 010 301

Luthy, Melvin J.

Modeling Universal Relationships in Passive Sentences.

Pub Date-78
Note-19p.; Paper presented at the annual meeting of the Rocky Mountain Language Association (1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Deep Structure, Descriptive Linguistics, Form Classes (Languages), *Generative Grammar, *Language Research, *Language Universals, *Linguistic Theory, *Models, Phrase Structure, Sentence Structure, Syntax, *Transformation Generative Grammar, Transformations (Language), *Verbs
Identifiers-*Junction Grammar

In the past, linguistic descriptions of the relationships common to passive sentences have not been universally applicable. Junction grammar, a type of generative grammar, is a model that may provide a means of describing universal passive relationships. Junction grammar differs from transformational grammar in that its rules (1) claim other relationships between contiguous elements besides concatenation, i.e., adjunction, subjunction, and conjunction; and (2) model the specific operation relating constituents to each other, giving rise to dominating categories containing them, as opposed to rewriting single grammatical category symbols as the immediate constituents making up those categories. Adjunction adjoins two unlike categories to produce a third, new category dominating them. Conjunction consists of the conjoining of two or more identical categories so that the resulting, dominating category is identical to the conjoined categories. Subjunction is either ``modifying'' or ``recategorizing.'' Modifying subjunction consists of relative clause modification with or without interjunction. Recategorizing subjunction involves the nominalization of a verb or predicate, the adjectivalization of a verb, or the nominalization of a sentence as a complement clause. The deep structure for passive sentences involves both modifying subjunction and recategorizing full subjunction, and appears to be universal. (AM)

ED 169 790 FL 010 302

Gaies, Stephen J.

T-Unit Analysis in Second Language Research: Applications, Problems, and Limitations.

Pub Date-79
Note-14p.; Revised version of paper presented at the Los Angeles Second Language Research Forum (2nd, Los Angeles, California, October 6-8, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Grammar, Language Development, *Language Research, Language Styles, *Language Tests, *Methods Research, *Second Language Learning, *Sentence Combining, *Sentence Structure, *Syntax, *Test Validity, Written Language
Identifiers-*T Unit

In recent years, T-unit analysis has been applied in second language research to characterize the syntactic nature of linguistic input and to assess the syntactic maturity of the learners' written production. This measure has been seen to provide an objective and reliable method of determining the overall complexity of language samples. However, its validity as a measure and the significance of overall syntactic complexity as a variable have been questioned. These reservations address the question of: (1) the main problems that have been encountered in T-unit analysis in general, and in its application to second language data in particular; (2) the T-unit as a valid measure of language development; and (3) the usefulness of the T-unit analysis. To the criticism that the T-unit analysis does not take error into account, it is argued that an attempt to agree on a definition of error would compromise the ease and objectivity of this analytical process. To the charge that it treats syntax alone, failing to account for communicative strategies, such as circumlocution and style, it is pointed out that T-unit analysis research simply claims that the ability to combine clauses is a characteristic of proficiency, and that growth in this area provides an index of growth in the target language. Finally, T-unit analysis seems useful only beyond a certain level of proficiency, but it provides insights into first and second language development. (AM)

ED 169 791 FL 010 305

Roos, Eckhard

Contrastive Analysis and the Translation of Idioms: Some Remarks on Contrasting Idioms.

Pub Date-Sep 78

Note-13p.; Paper presented at Internationales Kolloquium Kontrastive Linguistik und Uebersetzungswissenschaft (Trier, Saarbrucken, September 1978) Best copy available

Pub Type- Speeches/Meeting Papers (150) - Guides - General (050) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Contrastive Linguistics, English, *Form Classes (Languages), Generative Grammar, *German, *Idioms, *Semantics, *Translation, *Vocabulary

Contrastive analysis can help solve certain problems in translation, for example, that of idioms. A contrastive analysis of source language (SL) and target language (TL) might have as its theoretical framework a contrastive lexical analysis based on generative semantics. In this approach both SL and TL idioms are broken down into their semantic components and compared. In the first stage of comparison, possible equivalents can be stated on the basis of shared semantic features. In the second stage, these equivalents are contrasted and their differences identified. These may involve differences in form, differences in meaning range, or deceptive cognates. The third step involves finding non-idiomatic TL lexical items that carry the information not covered by the TL idioms. (AM)

ED 169 792 HE 010 645

LeBold, William K. And Others

A Model Program to Provide Educational Equity for Women Beginning in Engineering.

Purdue Univ., West Lafayette, Ind. Dept. of Freshman Engineering.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Grant-02G007605965
Note-25p.; Paper presented at the International Society for Engineering Education Seventh International Symposium (Klagenfurt, Austria June, 1978); Not available in hard copy due to marginal legibility of original document; For related documents see HE 010 688-689
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Planning, College Freshmen, Comparative Analysis, Course Descriptions, *Course Evaluation, Educational Opportunities, *Engineering Education, *Females, Higher Education, *Laboratory Training, Models, Self Concept, Student Attitudes, Student Interests, *Womens Education

A model program for freshman women in engineering was field tested and evaluated at the Purdue University Department of Freshman Engineering. The course, open to men and women, was designed to provide more equitable educational opportunities through hands-on laboratories, career education, and role-model lectures on energy, environment, transportation, biomedical engineering, and productivity. Six standardized tests were administered to evaluate the effectiveness of the laboratory experiences in increasing knowledge in technical areas. To evaluate changes in goals, interests, attitudes, perceived capabilities, and experiences, a survey was administered. The evaluation instruments were administered before and after the program to two course groups, one containing primarily women and one containing about half women and half men, and to two control groups. The hands-on laboratory resulted in substantial, although not complete, gains in technical knowledge for women in the experimental group compared to men in the control group. Student journals showed evidence that a great deal of thought was going into the formulation of specific career plans after each role-model lecture/discussion session and career counseling session. Increased self-confidence of women in their technical knowledge and laboratory skills was indicated from the survey scales. Final course evaluations by students indicated that they were generally pleased with the course. (SW)

ED 169 793 HE 010 689

Butler, Blaine R. And Others

An Action Research Proposal To Provide Educational Equity Opportunities For Women in Engineering.

Purdue Univ., West Lafayette, Ind. Dept. of Freshman Engineering.

Pub Date-77

Note-10p.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Opportunities, College Freshmen, Engineering, *Engineering Education, *Equal Education, Equal Opportunities (Jobs), *Females, Higher Education, Laboratory Training, Nontraditional Students, *Professional Education, Program Evaluation, Role Models, Science Education, Sex Discrimination, Student Evaluation, *Womens Education

Identifiers-*Purdue University IN

A plan at Purdue University to develop a model program for women in engineering is described. The Purdue Department of Freshman Engineering received a grant from the U.S. Department of Education through the Women's Education Equity Act to help overcome some of the problems faced by women who enter engineering. The program focuses on an experimental course that provides beginning engineering women and men with: (1) hands-on laboratory experience; (2) discussions by various role model lecturers of contemporary societal problems, including environment, energy and productivity; and (3) career planning sessions. Pre- and post-testing with standardized tests and specially developed surveys used to evaluate experimental and control groups demonstrated positive effects of the program. (Author/BH)

ED 169 794 HE 010 861

Center for Instructional Development, 1977-78. Third Annual Report.

Appalachian State Univ., Boone, N.C.
Pub Date-Jul 78
Note-147p.; Some parts may not reproduce clearly due to print quality
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Budgeting, *College Planning, Curriculum Development, *Curriculum Planning, Departments, *Faculty Development, Graduate Study, Higher Education, Instructional Innovation, *Program Development, *Projects, Undergraduate Study
Identifiers-*Appalachian State University NC

The activities of the Center for Instructional Development at Appalachian State University for 1977-78 are reported. The Center is responsible for instructional and faculty development throughout the institution and works on curriculum development and design, as well as the planning and implementing of professional growth activities for faculty. Information about concluded projects, on-going projects, staff members, publications, external relations, operational matters, and plans for the future activities of the Center are included. A budget summary is also provided. (BH)

Continuing Education in Nursing. An Overview.

American Nurses' Association, Kansas City, Mo.
Pub Date-76
Note-13p.; Some small type marginally legible
Available from-American Nurses' Association, 2420 Pershing Road, Kansas City, Missouri 64108 (COE-10-5M, $1.50 per copy, 20 percent discount for 10 or more copies)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Articulation (Program), *Continuing Education Units, Educational Coordination, *Evaluation Criteria, Glossaries, *Health Occupations Education, Higher Education, *Nursing, *Professional Associations, *Professional Continuing Education, Resource Guides, Statewide Planning
Identifiers-*American Nurses Association

A concise overview is presented for those seeking information regarding continuing education in nursing. The following questions are discussed: What is continuing education? Why is continuing education necessary? What is the official position of the American Nurses' Association regarding continuing education? Who is responsible for continuing education? Why is compatibility between state continuing education systems necessary? What are the components of a state continuing education system that facilitate interstate transferability of individual continuing education records? How is continuing education measured? Who is eligible to participate in the CEARP? A glossary of terms that must be utilized in order to have compatible systems is provided. Publications available from the American Nursing Association that relate to continuing education for nurses are listed. (SW)

ED 169 796 HE 011 048

Standards for Nursing Education.

American Nurses' Association, Kansas City, Mo.
Pub Date-78
Note-43p.
Available from-American Nurses' Association, 2420 Pershing Road, Kansas City, MO 64108 (NE-1-5M, $2.00 per copy, 20 percent discount for 10 or more)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Standards, Associate Degrees, Bachelors Degrees, *Certification, Continuing Education Units, *Credentials, Educational Innovation, Educational Quality, *Evaluation Criteria, Glossaries, Graduate Study, *Health Occupations Education, Health Services, Higher Education, *Nursing, Professional Continuing Education, Professional Education, *Resource Guides

In this publication on standards for nursing education, the major educational goals encompassing graduate education, basic education, and continuing education are presented. They provide a means of monitoring the quality of programs and of supporting innovation and testing of new roles in nursing. These standards focus on education for nursing practice, and reflect concern for promotion of social and political action for the improvement of health care and its delivery within the community and for the provision of learning experiences that focus on major health care issues. The publication presents basic assumptions about nursing, about the nursing profession's responsibilities to society and students, and about nursing education. Standards are presented for programs leading to graduate degrees, baccalaureate degrees, associate degrees, diplomas from hospital schools of nursing, and for continuing education programs. The contact hour as the basic unit of measurement for continuing education activities in nursing is discussed. A glossary of terms that will serve as guidelines in planning educational programs is provided. (SW)

ED 169 797 HE 011 050

Accreditation of Continuing Education in Nursing.
American Nurses' Association, Kansas City, Mo.
Pub Date-75
Note-74p.; Some small print marginally legible
Available from-American Nurses' Association, 2420 Pershing Road, Kansas City, MO 64108 ($2.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accreditation (Institutions), *Certification, *Credentials, *Health Occupations Education, Higher Education, *Nursing, Organizations (Groups), Professional Associations, *Professional Continuing Education, Resource Guides, Standards
Identifiers-*American Nurses Association

The American Nursing Association accreditation mechanism for continuing education in nursing is outlined. The mechanism encompasses local, state, regional, and national levels and identifies criteria for accrediting other agencies and associations and for the approval of continuing education offerings and programs. It includes programs in nursing offered by universities and colleges, state nurses' associations, national specialty nursing organizations, federal nursing services, and state boards of nursing. The accreditation and approval of continuing education programs to prepare nurses for expanded roles are also covered. The organizational structure, functions, and selection of members of the National Accreditation Board for Continuing Education, regional accrediting committees, national review committee, review teams, and site visit teams are outlined. Appended are application forms for accreditation and approval of continuing education programs, and an accreditation fee schedule. (SW)

ED 169 798 HE 011 051

Reference Resources for Research and Continuing Education in Nursing.
American Nurses' Association, Kansas City, Mo.
Pub Date-77
Note-36p.; Papers presented at a 1976 ANA Convention Program sponsored by the Interagency Council on Library Resources for Nursing ; Some small print marginally legible
Available from-American Nurses' Association, 2420 Pershing Road, Kansas City, MO 64108 (G-125-2500, $2.00 per copy, 20 percent discount on 10 or more)
Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Higher Education, *Information Sources, Library Materials, *Library Research, *Library Skills, *Literature Reviews, *Nursing, *Professional Continuing Education, Research Projects, Research Reviews (Publications)

This booklet on reference resources for research and continuing education in nursing contains three papers that were presented at a program sponsored by the Interagency Council on Library Resources for Nursing held at the 1976 Convention of the American Nurses' Association. In Awareness of Library Resources: A Characteristic of Professional Workers; An Essential in Research and Continuing Education,'' Virginia Henderson addresses questions that include the following: What is meant by library resources? What organizational structures promote the development of such resources and to what extent is nursing so organized? What skills are needed by students and health workers in using library resources? The use of library resources and an overview of the question of whether on-going nursing education should be voluntary or mandatory are addressed by Lucie Young Kelly in Reference Sources for Mandatory and Voluntary Continuing Education for Nurses.'' In The Significance of the Literature Search in the Research Process,'' Lucille E. Notter discusses purposes of the literature search, some of the sources available for search, keeping notes and writing the summary of the review, and relating the findings of the literature search to the individual's own research findings. (SW)

ED 169 799 HE 011 052

Taunton, Roma Lee Soptick, John M.
Universe of Goals. Pediatric Nurse Practitioner/Associate Programs.
American Nurses' Association, Kansas City, Mo.
Pub Date-76
Note-34p.; Part of the project ``The Impact of Pediatric Nurse Practitioner Programs: An Exploratory Methodological Study,'' sponsored by HEW
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Associate Degrees, Case Records, Child Development, *Educational Objectives, *Health Occupations Education, *Health Services, Higher Education, Needs Assessment, Nurses, *Nursing, *Pediatrics Training, Taxonomy
Identifiers-*Nurse Practitioners

Goals for the Pediatric Nurse Practitioner Associate Programs (PNP/A) are provided for the following areas: health care delivery systems; role responsibility; legal base for PNP/A role; growth and development; family-cultural factors; common childhood problems/illnesses/accidents; communication; assessment; recording; evaluation/interpretation; and devising, implementing, and evaluating a plan of health care. A listing was compiled through review of goal statements for the academic year 1974-75 from the 46 PMP/A programs, and each of the goals was identified by two reviewers to be a goal for at least one PNP/A program. A task force was convened to make operational the goals in the initial list, and the goals were edited and reviewed by the task force and project staff. The universe of goals was then critiqued by three validators. As each operational goal was developed by the task force, it was classified at the most appropriaty level in the cognitive domain, ``Bloom's Taxonomy of Educational Objectives.'' Major categories or levels in the taxonomy are described in an appendix, and a bibliography is provided. (SW)

ED 169 800 HE 011 054

Boards of Nursing Open Curriculums. Papers presented at the ANA Conference for Members and Professional Employees of State Boards of Nursing and Members of the ANA Advisory Council (San Francisco, California, June 7, 1974).

American Nurses' Association, Kansas City, Mo.
Pub Date-75
Note-33p.
Available from-American Nurses' Association, 2420 Pershing Road, Kansas City, MO 64108 (B-38-1500, $2.50 per copy, 20 percent discount for 10 or more)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Design, Evaluation Criteria, *External Degree Programs, Higher Education, *Innovation, Nontraditional Students, *Nursing, *Postsecondary Education, *State Licensing Boards
Identifiers-*American Nurses Association, New York Regents External Degree Program

The effect of changing patterns of postsecondary education for nursing and the subsequent development of open curricula and external degree programs in nursing are examined in these conference papers. The following papers were presented: Pressures on Higher Education Are Changing Post-Secondary Education,'' by Robert H. Kroepsch; The Open Curriculum in Nursing,'' by Lucille E. Notter; Schools Proposing Open Curriculums Have Expectations of Boards of Nursing,'' by Verle Waters; Expectations of Boards of Nursing When Schools Propose Open Curriculums,'' by Rose P. McKay; Evaluating Open Curriculum Programs,'' by Kathryn A. Hecht; A Panel: The Regents External Degree Program,'' by Donald J. Nolan; The New York Regents External Degree: Opportunity for Non-traditional Students in Nursing,'' by Carrie B. Lenburg; and Registration of the External Degree Program in Nursing,'' by Eileen A. McQuaid. (SW)

ED 169 801 HE 011 055

State Boards of Nursing and Education for Nursing Conference (October 8-10, 1974).

American Nurses' Association, Kansas City, Mo.
Pub Date-75
Note-31p.
Available from-American Nurses' Association, 2420 Pershing Road, Kansas City, MO 64108 (B-39-1500, $2.50, 20 percent discount for 10 or more)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, *Accreditation (Institutions), *Certification, Credentials, Curriculum Design, Educational Innovation, Evaluation Criteria, Health Occupations Education, Higher Education, Nurses, *Nursing, *Professional Associations, School Surveys, *State Licensing Boards, *Statewide Planning, Trend Analysis
Identifiers-*American Nurses Association

This report of a conference on state boards of nursing and education for nursing contains the following papers: Relationship between State and Voluntary Accreditation,'' by Eloise R. Lewis; Statewide Planning for Nursing Education,'' by Donald P. Draine; Nursing Education Today and in the Future,'' by Irene S. Palmer; The Professional Association's Responsibility for Nursing Education,'' by Hazle Blakeney; The Role of State Boards of Nursing in Post-Basic Nursing Education,'' by Patricia A. Wagner; The Development of Criteria for Accreditation and Curriculum Innovation,'' by Emily I. Gardner; Examining Various Approaches to School Surveys and the Role of the State Board of Nursing Education,'' by Annie L. Lawrence; and a brief summary of group discussions. (SW)

ED 169 802 HE 011 056

Licensure and Credentialing. Proceedings ANA Conference for Members and Professional Employees of State Boards of Nursing and ANA Advisory Council (Detroit, Michigan, April 27-28, 1972).

American Nurses' Association, Kansas City, Mo.
Pub Date-74
Note-37p.
Available from-American Nurses' Association, 2420 Pershing Road, Kansas City, MO 64108 (B-37-1500, $2.50 per copy, 20 percent discount for 10 or more)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accreditation (Institutions), *Certification, *Credentials, Evaluation Criteria, Federal Legislation, Federal Regulation, *Health Occupations, Higher Education, Nurses, *Nursing, Professional Associations, *State Licensing Boards
Identifiers-*American Nurses Association

Proceedings are presented from the American Nursing Association (ANA) conference for members and professional employees of state boards of nursing and the ANA advisory council. In addition to opening remarks and discussion comments, the following papers are presented: The DHEW Secretary's Report on Licensure: A Summary,'' by Ronald J. Wylie; A Study of Accreditation of Selected Health Education Programs: A Report,'' by William K. Selden; Nursing Vis-A-Vis Medicine: A Proposal for Legislation,'' by Marvin S. Fish; A Discussion of Occupational Licensing,'' by Charles E. Harmon; The DHEW Report on Licensure: A Commentary,'' by Helen V. Connors; and Remarks by Chairman, ANA Council of State Boards of Nursing,'' by Hazel Peeples. The first article summarizes the following departmental actions spelled out in the DHEW report: expanded information base and additional consulting capacity, review of health services and training programs, additional accreditation studies, and determination of the feasibility of a national health professions certification system. The second article concerns accreditation of 15 health fields including the following: radiologic technology, medical laboratory assistants, and medical record librarians. The third article discusses the following sources for answers to the question of what is within the scope of nursing practice: opinions of attorneys general, judicial decisions, private counsel, individual and joint statements of professional associations, national commission for the Study of Nursing Education, and other associations. (SW)

ED 169 803 HE 011 125

Suen, Hoi

The Efficacy of Voluntary vs. Compulsory Tutorial Program

Pub Date-Jan 79

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *College Freshmen, Grade Point Average, Higher Education, Institutional Research, *Nontraditional Students, Research Projects, *Student Participation, *Tutorial Programs, *Underachievers, Volunteers

Identifiers-High Risk Students, *Wisconsin University Oshkosh

The effect of three different modes of providing tutorial services on the academic performances of special services program students was investigated. The types of tutorial systems were voluntary, compulsory, and combining voluntary and compulsory tutoring. The sample consisted of all freshmen who participated in the Developmental Education Program in the University of Wisconsin-Oshkosh in the fall semester of 1978. The students were admitted into the program on the basis of a set of social, economic, and educational criteria and all participants were considered underachievers. Results from a one way analysis of variance showed no significant differences in grade point average among recipients of the three different tutorial systems. The low utilization rate of voluntary tutorial services suggests that it might be more practical to offer tutorial services on a compulsory basis to special services program participants. (SW)

ED 169 804 HE 011 141

Wiencek, Ruth, Ed.
College Education Financing.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.; International Union of Electrical, Radio, and Machine Workers (AFL-CIO), Washington, D.C.
Pub Date- 78
Note-37p.
Available from-American Federation of Teachers, 11 Dupont Circle, Washington, DC 20036 ($.75)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Students, Educational Finance, Federal Aid, *Financial Support, *Grants, Higher Education, Labor, Labor Unions, Parental Financial Contribution, *Scholarships, State Aid, Student Employment, *Student Financial Aid, *Student Loan Programs
Identifiers-Basic Educational Opportunity Grant, College Work Study Program, Guaranteed Student Loan Program, Health Professions Student Loan Program, Junior GI Bill, National Direct Student Loan Program, Need Analysis (Student Financial Aid), Nursing Student Loan Program, Social Security Benefits, Supplemental Educational Opportunity Grant, Veterans Readjustment Benefits Act of 1966

Information on financial aid programs is provided in this guide for students. The introduction discusses where the labor movement stands on educational needs. The contents of the publication are as follows: Meeting College Costs through a Financial Aid Package; How to Cut Educational Costs; How Students' Financial Aid Needs Are Analyzed; Low Interest and Other Loan Sources; Grants and Related Aid; Scholarship Sources; and Reference Sources for Students and Parents. Types of financial aid and earnings as part of aid packages are discussed, and information is provided on where to find summer jobs. Educational costs are discussed for different types of higher education institutions, and paying for college through the Cooperative Education Plan is covered. Information on the following loan sources is given: the National Direct Student Loan Program, the Guaranteed Student Loan Program, the Nursing Student Loan Program, the Health Professions Student Loan Program, installment plans, and commercial loan programs. Grant sources described are the Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, College Work Study Program, Social Security or Railroad Retirement Student Benefits, Junior GI Bill, State Junior GI Grants, and the Veterans Readjustment Benefits Act of 1966 (Vietnam GI Bill). Scholarship sources include colleges and universities, state scholarships, federal and state health professions scholarships, and labor union scholarships. (SW)

ED 169 805 HE 011 149

College and University Admissions and Enrollment, New York State, Fall 1977.

New York State Education Dept., Albany. Information Center on Education.

Pub Date-77

Note-35p.; Not available in hard copy due to small print of original document

Available from-New York State Education Department, Information Center on Education, Albany, NY 12234

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bachelors Degrees, College Admission, *College Majors, *Doctoral Degrees, *Enrollment Rate, Graduate Study, *Higher Education, *Masters Degrees, Noncredit Courses, Private Colleges, State Colleges, State Surveys, State Universities, Undergraduate Study

Identifiers-*New York

Statistical data on college and university admissions and enrollment in New York State for fall 1977 are presented. The publication includes 15 tables pertaining to degree-credit and noncredit enrollment and four tables summarizing undergraduate and graduate admissions. Tables include the following information: a summary of degree-credit and noncredit enrollment; enrollment by institution; undergraduate enrollment (other than organized occupational and excluding unclassified); organized occupational enrollment by subject area; unclassified enrollment; first-professional enrollment by subject area; enrollment in master's degree programs by subject area; enrollment in doctoral degree programs by subject area; unclassified graduate enrollment; and graduate certificate enrollment. (SW)

ED 169 806 HE 011 150

Wisenaker, Joseph M.

South Carolina College Council Study of Financial Aid, Base Year Trends. Technical Report No. 3.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-South Carolina Coll. Council. Greenville.

Pub Date-Sep 78

Note-53p.; For related documents see HE 011 151-153

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Aptitude, *Access to Education, Black Students, Caucasian Students, *College Choice, *College Students, Comparative Statistics, Educational Economics, Family Income, Higher Education, Junior College Students, Parental Background, Parental Financial Contribution, Postsecondary Education, Racial Distribution, Southern States, State Surveys, *Student Characteristics, *Student Costs, *Student Financial Aid

Identifiers-Community College Students, *South Carolina

College students' responses to a survey that was part of the National Longitudinal Study of the High School Class of 1972 are compared; specifically, South Carolina students' responses are compared with those of students in North Carolina, Georgia, and Tennessee. The findings show that the South Carolina group differed in a number of ways: a greater percentage was black, came from families earning less than $9,000 per year, had a father with less than a high school education, and were in the lower aptitude quartile. In addition, a smaller percentage attended public two-year colleges. With the exception of those attending two-year colleges, the total postsecondary education costs were lower for the South Carolina group, although family contributions and financial aid patterns were similar. South Carolina students' reasons for their college choices were similar to those in other states; only for two-year college attendees did the reasons differ substantially. A statistical analysis of the results is presented in extensive data tables. (MSE)

Blackwell, Gordon W. And Others

Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 4.

South Carolina Coll. Council, Greenville.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Dec 78
Note-53p.; For related documents see HE 011 150-153
Available from-South Carolina College Council, Box 6998, Greenville, SC 29606
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Aspiration, Black Students, Caucasian Students, *College Choice, *College Freshmen, College Students, Community Colleges, Educational Economics, *Enrollment Trends, Family Income, Grades (Scholastic), Higher Education, Junior Colleges, Marital Status, Parental Background, Parental Financial Contribution, Place of Residence, Postsecondary Education, Private Colleges, Racial Distribution, Southern States, State Colleges, State Surveys, *Student Characteristics, Student Costs, *Student Financial Aid, Technical Institutes
Identifiers-Private Higher Education, Public Higher Education, *South Carolina

In this fourth report of the Impact Study, a formal research project designed to describe the effects of changing patterns of institutional and student financing on postsecondary enrollments, some of the findings of two surveys of freshman students are compared. The two surveys were performed in 1972 and 1977, and although they drew samples differently, their responses' frequency distributions may be compared with some degree of validity. Focus is on the changes in patterns of socioeconomic, personal, academic, and family characteristics of students enrolled at a variety of postsecondary institutions: four-year public colleges, four-year private colleges, two-year public (regional) colleges, two-year private colleges, and vocational-technical institutions. Data are included on expected and actual parental contributions to student expenditures, mean amounts of various types of student aid, reasons for college choice, racial or ethnic group membership distribution, family income, students' fathers' educational level, students' types of high school programs and grades, degree aspirations, marital and residence status, and freshman educational costs. (MSE)

ED 169 808 HE 011 152

Blackwell, Gordon W. And Others

Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 1.

South Carolina Coll. Council, Greenville.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Dec 78
Note-158p.; For related documents, see HE 011 150-153
Available from-South Carolina College Council, Box 6998, Greenville, SC 29606
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Access to Education, *College Freshmen, College Students, Cost Indexes, Educational Economics, Educational Finance, *Enrollment Influences, *Enrollment Trends, Family Income, Federal Aid, Federal Programs, Females, Government Role, *Government School Relationship, Higher Education, Males, Racial Distribution, Southern States, State Aid, State Surveys, Student Characteristics, Student Costs, *Student Financial Aid, Tables (Data)
Identifiers-*South Carolina

The South Carolina impact Study, a formal research project designed to describe the effects of changing patterns of institutional and student financing on postsecondary enrollments, is described. It has as its objectives to: (1) examine the enrollment patterns and characteristics of the September freshman classes of 1972 and 1977; (2) relate identifiable changes to recognizable influences, including changes in federal, state, and institutional financial aid offerings and to other policies and practices that might affect enrollment patterns; (3) formulate findings so as to maximize their utility for specific audiences (such as legislators, college officials with planning responsibilities, and state agencies); and (4) disseminate findings actively. This report traces trends in postsecondary undergraduate enrollment, costs of postsecondary education in South Carolina, and student financial aid in those institutions in South Carolina. Numerous tables are presented, including such information as average student budgets, tuition revenues as a percentage of institutional expenditures, parental contributions, available state and federal student aid (aggregate and by type), indexes of change of federal programs, and percentages of first-time freshmen and senior SAT test-takers by sex, race, educational goal, family income, and other demographic factors. Most tables give statistics for the years 1972 through 1976. (MSE)

Blackwell, Gordon W. And Others

Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 2.

South Carolina Coll. Council, Greenville.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Dec 78
Note-464p.; For related documents see HE 011 150-152
Available from-South Carolina College Council, Box 6998, Greenville, SC 29606
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-*Access to Education, Black Colleges, *Black Students, Caucasian Students, *College Choice, *College Students, Community Colleges, Comparative Statistics, Educational Economics, Educational Finance, Family Income, Higher Education, Junior Colleges, Parental Financial Contribution, Postsecondary Education, Private Colleges, Southern States, State Colleges, State Surveys, State Universities, Student Characteristics, *Student Costs, *Student Financial Aid, Technical Institutes
Identifiers-Private Higher Education, Public Higher Education, *South Carolina

The South Carolina Impact Study, a formal research project designed to describe the effects of changing patterns of institutional and student financing on postsecondary enrollments, is described. It has as its objectives to: (1) examine the enrollment patterns and characteristics of the September freshman classes of 1972 and 1977; (2) relate identifiable changes to recognizable influences, including changes in federal, state, and institutional financial aid offerings and to other policies and practices that might affect enrollment patterns; (3) formulate findings so as to maximize their utility for specific audiences (such as legislators, college planners, and state agencies); and (4) disseminate findings actively. This second report describes the results of a survey administered to a stratified random sample of South Carolina undergraduate students on campuses in the state during the spring of 1978. The survey instrument was the Student Resource Survey, a questionnaire developed by the College Board. Students were surveyed at seven types of institutions: predominantly white four-year public colleges, the predominantly Black four-year public college, the two-year regional campuses, the predominantly Black and predominantly white four-year private colleges, two-year private colleges, and the Technical Education Center campuses. Four of ten responded. Data are included on: respondents' general personal, academic, and financial circumstances; costs; family resources used in defraying costs; the role of financial aid; various patterns of student financing at the different types of institutions; and the students reasons for their college choices. (MSE)

ED 169 810 HE 011 155

Mohrman, Kathryn, Ed. And Others

Undergraduate Public Policy Programs: Public Policy Studies as Liberal Education. Forum for Liberal Education, March 1979.

Association of American Colleges, Washington, D.C.
Spons Agency-Alfred P. Sloan Foundation, New York, N.Y.
Pub Date-Mar 79
Note-11p.; Some small print may be marginally legible
Available from-FORUM, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Programs, *General Education, Graduate Study, Higher Education, *Interdisciplinary Approach, Liberal Arts, Political Issues, *Political Science, *Public Administration Education, *Public Policy, *Undergraduate Study, Urban Studies
Identifiers-Dartmouth College NH, Duke University NC, Massachusetts Institute of Technology, Michigan State University, North Carolina University, Oberlin College OH, Syracuse University NY, Williams College MA

This bulletin on undergraduate public policy programs includes an article on public policy studies as liberal education by Joel L. Fleishman, and descriptions of the following college programs: public policy analysis at the University of North Carolina, public service studies program at Oberlin College, urban and metropolitan studies major at Michigan State University, policy studies at Dartmouth College, policy studies major at Syracuse University, program in political economy at Williams College, and public policy program at Massachusetts Institute of Technology. An annotated listing of additional programs and resources is also provided. The article describes public policy studies as an integration of knowledge from several disciplines for application to current policy problems. Policy studies programs have been established in many ways at different institutions. Some are in political science or public administration departments, as sequences in professional schools, or as separate departments or institutes. Many public policy programs are graduate sequences, often at the master's level. Policy studies can also be an appropriate undergraduate major in a liberal arts setting. The undergraduate major at Duke University is described in the article. (SW)

ED 169 811 HE 011 156

Steen, Ralph W. And Others

The Texas Formula System.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date-Mar 79

Note-135p.

Available from-Coordinating Board, Texas College and University System, P.O. Box 12788, Capitol Station, Austin, TX 78711

Pub Type- Numerical/Quantitative Data (110) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, Ancillary Services, *Budgeting, Budgets, Calculation, College Libraries, Community Service Programs, Comparative Statistics, Departments, *Educational Finance, Expenditures, *Higher Education, *Institutional Administration, *Mathematical Formulas, Multicampus Colleges, Operating Expenses, Physical Facilities, Program Costs, Research Projects, School Maintenance, State Colleges, State Universities, *Statewide Planning, Teacher Salaries

Identifiers-Campus Security, *Texas

Explained and illustrated is the formula funding system used for colleges and universities in Texas. This system is considerably more complicated than the formulas used in other states. Data for institutions in the state system for fiscal 1978 are presented; actual appropriations are used rather than requests, and formula-produced amounts are compared with expenditures. Recent changes in the formula system are discussed, such as decreased dependence on information from other states and regions. Specific areas of formula use examined are: general administration and student services and general institutional expense; faculty salaries; departmental operating expense; instructional administration; library; organized research; physical plant general services; building maintenance; custodial services; grounds maintenance; campus security; community service and continuing education; and special requests. (MSE)

ED 169 812 HE 011 157

Review of Medical School Administrative Staff Salaries, 1976-1977.
Association of American Medical Colleges, Washington, D. C.
Pub Date-78
Note-158p.; Not available in hard copy due to marginal legibility of original document
Available from-Association of American Medical Colleges, One Dupont Circle, Suite 200, Washington, DC 20036
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accounting, *Administrative Personnel, Affirmative Action, Contracts, Counselors, Educational Finance, Employment Practices, Facility Planning, Finance Occupations, Financial Services, Fund Raising, Higher Education, *Medical Schools, National Surveys, Personnel Policy, *Professional Personnel, Program Planning, Public Relations, Research Projects, *Salaries, *Salary Differentials, Student Financial Aid, Student Personnel Workers

Results of the most recent Administrative Salary Survey of the Association of American Medical Colleges are analyzed. The data represent 94 U.S. medical schools, with the number of applicable staff positions ranging from two to 52 per institution. The positions considered included those in which at least 20 percent of the time was spent in specifically delineated management functions, and under the aegis of the medical school dean. The following functions were reviewed: accounting; business affairs; business planning; contracts and grants management; controller; data processing; personnel; physical plant; purchasing; admissions; minority affairs; registrar; student affairs; student counseling; student financial aid; development; facilities planning; practice plan management; program planning; and public relations. The data collection form, instructions, and codes are included with a brief discussion of methodology and extensive data tables follow. (MSE)

ED 169 813 HE 011 171

Wuest, Francis J.

Chain of Choices, Paths of Inquiry. Renewal of Liberal Education. Executive Summary.

Change in Liberal Education, Leavenworth, Kans.

Spons Agency-American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.; American Association of Univ. Professors, Washington, D.C.; Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date-77

Note-18p.; An action-research project for the renewal of undergraduate liberal education.

Available from-Change in Liberal Education, 200 S. Esplanade Street, Leavenworth, Kansas 66048 ($1.00 per copy; $.90 per copy for 20 or more, prepaid)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, College Cooperation, Cooperative Programs, Educational Alternatives, *Educational Assessment, *Educational Innovation, General Education, Higher Education, Humanistic Education, Information Dissemination, Interdisciplinary Approach, Leisure Time, *Liberal Arts, Nontraditional Students, Performance Based Education, *Undergraduate Study, Values

Identifiers-*Change in Liberal Education Project, Education and Work, Nontraditional Education

The results of Project Change in Liberal Education'' (CLE), which was undertaken by 20 higher education institutions with support from 10 other institutions, are summarized. The project is an intensive effort to develop and evaluate alternatives to traditional patterns of teaching and learning in undergraduate liberal education. The CLE network is based on the following principles: integration of the purpose, form, and process of liberal learning; a sense of shared values and purposes; and acceptance of individual differences in expectations and ability. Task forces have focused upon: alternative curricula for liberal education (especially interdisciplinary and competency based education); liberal education for work and leisure; liberal education for values and human development; liberal education for nontraditional learners; change strategies and educational futures; management of change and faculty development; and evaluation of liberal education. The CLE network develops a larger pool of experience and skills than that available at any one institution, creates an active learning environment through the exchange of information, and opens exploration of alternatives. Selected program descriptions are presented in condensed form to illustrate the range of available choices. (SW)

ED 169 814 HE 011 172

Reagin, Ewell J.

Resources for Renewal: Liberal Education for Work and Leisure.

Change in Liberal Education, Leavenworth, Kans.
Spons Agency-American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.; American Association of Univ. Professors, Washington, D.C.; Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.
Pub Date-77
Note-37p.
Available from-Change in Liberal Education, 1818 R Street, N.W., Washington, DC 20009 ($2 per copy, $1.60 per copy for 20 or more)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Cooperation, *College Role, Educational Alternatives, Educational History, *Educational Innovation, *Educational Opportunities, *General Education, Higher Education, *Leisure Time, Liberal Arts, School Industry Relationship, *Student Needs, Trend Analysis, Workshops
Identifiers-College for Human Services NY, *Education and Work, Lifelong Learning, New Hampshire University, Warren Wilson College NC

A cooperative project of Warren Wilson College, North Carolina, the College for Human Services, New York, and Merrimack Valley Branch/University of New Hampshire on the topic of leisure and liberal education is described. The project is part of Change in Liberal Education,'' a network concerned with the renewal of liberal education. The colleges formed a task force and conducted a workshop on the future of work, leisure, and education. Participants from colleges, government, industry, and labor identified a set of themes indicating the broad perspective necessary to understand relations between the world of work and the institutions of education. The themes are as follows: the increase in potency of individual choice in learning and work; the redistribution of power and opportunity and the means for acquiring power and opportunity; and the whole person rather than one-dimensional persons. The report includes: a short description of the three participating colleges as an indication of their alternative approaches

to the relationship between work and higher education; historical information on the relationship between higher education and its role in American society; a recommendation for alternative approaches in liberal education; and an annotated bibliography. (SW)

ED 169 815 HE 011 176

Mazoff, Bob

Improving the Effectiveness of University Teaching: An Application of Leadership Theory.

Pub Date- 78

Note-19p.; Portions of this paper were presented at the American Institute of Decision Sciences annual conference (9th, Chicago, Illinois, October 19-21, 1977)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, Effective Teaching, *Faculty Evaluation, Higher Education, *Leadership Styles, Research Needs, Secondary School Teachers, Student Characteristics, *Student Teacher Relationship, *Teacher Behavior, Teacher Evaluation, *Teaching Styles, Theories

Identifiers-*Teacher Effectiveness

The pedagogical studies that are relevant to a theory of teacher leader behavior are surveyed. Numerous investigations of the similarities between leader and teacher behaviors tend to confirm the hypothesis that teaching is a type of leadership. One of the problems of developing a theory of teacher leader behavior is the difficulty of identifying pupil growth or achievement. Research on the university teacher in the classroom, supplemented by some studies of the high school teacher, is considered. Factor analytic studies have consistently revealed two general independent dimensions that account for a wide range of teacher behavior: personal relations with the student and emphasis on the content of the course. These correspond to the dimensions of consideration and structure in leadership studies. Beginning in 1967, there was a specific attempt to find interrelationships between student characteristics and various teacher behaviors and styles. Investigators have also researched various environmental and task factors related to teaching. Suggestions for future research in the field are offered. (SW)

ED 169 816 HE 011 177

Loewenthal, Alfred Nielsen, Robert
Unionism and Professionalism: Siblings?
American Federation of Teachers, Washington, D.C.
Pub Date-Apr 77
Note-8p.; Adaptation of an article originally published under the title Unions in Academia: A Bargaining Frontier,'' in the Federationist, April, 1977
Available from-Colleges and Universities Department, American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, DC 20036 (Item no. 622, $.15 per single copy, $12 for 100)
Pub Type- Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Collective Bargaining, *College Faculty, College Governing Councils, Decision Making, Educational History, *Faculty Organizations, Governance, Higher Education, Historical Reviews, Labor Problems, Power Structure, *Professional Recognition, Teacher Administrator Relationship, Teacher Role, Teaching Benefits, *Unions
Identifiers-*Faculty College Relationship

The controversy surrounding the meaning of professionalism on American campuses is approached by examining the subject from an historical and trade union perspective. It is contended that faculty unions are compatible with professional needs and desires of faculty. The roots of the American college and university system are examined in conjunction with their historic relationship to the European academic communities. Recent polls and surveys commissioned by the American Federation of Teachers and others reveal that teachers, at all levels, value the achievement of collective bargaining and a union contract. They achieve economic and social benefits and positional security written into enforceable contracts. It presumes recognition that would actively include them in the decision-making process of educational institutions to determine courses of study, resource materials, research, and the granting of degrees. It is claimed that both historically and in modern practice, the terms profession'' and professionalism'' are inherently linked to group action and collective concepts. Unlike medieval European universities, which originated as guilds of master professors, or occasionally students, colleges in America were organized from the top down, with boards of managers to hire and fire teachers, appoint and dismiss presidents, and otherwise be responsible for the enterprise. It is concluded that college faculties today are professional only to the extent that they exercise real and autonomous self-governance. (SW)

ED 169 817 HE 011 178

Loewenthal, Alfred Nielsen, Robert
Bargaining for Academic Democracy.
American Federation of Teachers, Washington, D.C.
Pub Date-Mar 76
Note-11p.; Adaptation of an article originally published under the title The Rocky Road to Academic Democracy,'' in Changing Education,'' March 1976
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, DC 20036 (Item no. 618, $.25 per copy; $20.00 per 100)
Pub Type- Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Freedom, *Collective Bargaining, College Faculty, College Governing Councils, College Planning, Decision Making, Employment Practices, *Faculty Organizations, *Governance, Higher Education, Labor Problems, Power Structure, Research Projects, Teacher Administrator Relationship, Teacher Role, Teaching Conditions, Tenure, *Unions
Identifiers-*Faculty College Relationship

Questions about the appropriateness and goals of academic collective bargaining and its historical foundations are discussed. It is contended that collective bargaining insures that the principles of academic governance are practiced democratically. European universities had been nurtured for centuries on the medieval tradition of faculty self-government. American academic governance, on the other hand, has been structured from the top down; the trustees are, in law, the college or university and can legally hire and fire faculty members and make almost all the decisions governing the institution. Labor struggles in industry and the movement by public school teachers for unionization and collective bargaining appear to be factors that stimulated the appearance of academic senates at universities. The industrialization and systemization of the university has limited faculty self-expression and resulted in losses of rights and privileges. Through collective bargaining, faculty members have sought group freedom and academic democracy. Academic democracy means the establishment of democratic structures within the academy through which rational solutions to complex problems can be worked out and mutually agreed upon. Academic democracy in teaching, the connection between academic freedom and tenure, and academic democracy in university planning and research, and in hiring and promotion practices are discussed. (SW)

Shanker, Albert
Unions and the Academic Enterprise.
American Federation of Teachers, Washington, D.C.
Pub Date- 78
Note-14p.
Available from-American Federation of Teachers, 11 Dupont Circle, N.W., Washington, DC 20036 (Item no. 623. single copy $0.25, $15.00 for 100)
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Freedom, Affirmative Action, *Collective Bargaining, *College Faculty, Decision Making, Employment Opportunities, *Faculty Organizations, *Governance, Higher Education, Power Structure, Productivity, Teacher Administrator Relationship, Teacher Role, Teacher Salaries, Teaching Benefits, Tenure, *Unions
Identifiers-*American Federation of Teachers, *Faculty College Relationship

Excerpts from magazine and newspaper interviews with the president of the American Federation of Teachers concerning unions and collective bargaining at colleges and universities are presented. Topics concern: professionalism and economic self-interest, unions and freedom of inquiry, merit pay, academic elitism, the political influence of college teachers, faculty participation in governance, defining university management, the shrinking academic job market, tenure under attack, productivity in education, unions and affirmative action, and the role of college members in the American Federation of Teachers. It is shown that collective bargaining has dealt with economic conditions and due process procedures and does not conflict with professionalism. Collective bargaining and a union protect academic freedom and promote fairness in faculty salaries rather than relying on subjective decisions. Faculty members could be a potent political force in higher education, which depends on the tax structure and on public policy. For the most part, faculty senates have not had power in college governance, but they could continue to coexist with unions. The need to guarantee job stability for senior faculty and to provide educational programs for nontraditional students is addressed. Disagreement with efforts to promote productivity in higher education is expressed. (SW)

ED 169 819 HE 011 180

Straumanis, Joan Laird, Judy

Job Crunch: The Affirmative Action Game.

Denison Univ., Granville, Ohio.

Pub Date-77

Note-44p.; Reprint on federal laws and regulations concerning sex discrimination in educational institutions may not reproduce well (pages 10-13) ; Not available in hard copy due to marginal legibility

Available from-Denison Simulation Center, Denison University, Granville, OH 43023 ($5.00 including game instructions)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Affirmative Action, *College Faculty, *Educational Games, *Employment Practices, Higher Education, Models, Racial Discrimination, *Role Playing, Sex Discrimination, *Simulation, Social Discrimination, Teacher Employment

Descriptive information, objectives, guidelines, and materials are presented for an affirmative action game designed to demonstrate a model for using simulation in teaching issues-oriented courses. The format of the game was adapted from that of PSYCH CITY. The game is designed to assist people in learning how an academic community might deliberate in a hiring situation involving the conflicting claims of candidates who are members of minority and majority groups. The hypothetical community is a small liberal arts college, and participants are asked to play roles and examine the factors that influence the decision-making process. The optimum number of participants is 25-30, but with some modifications fewer participants can be used. In addition to outlining roles, the following materials are included: equipment checklist, facilitator's guide, affirmative action fact sheet, federal affirmative action guidelines, a reprint of federal laws and regulations concerning sex discrimination in educational institutions, guidelines for group process observer roles, process observer recording forms, and an evaluation form. Information is presented on the development and modification of the game, the facilitation and debriefing of role-playing simulations, and limitations of the game. (SW)

ED 169 820 HE 011 181

Nielsen, Robert M.

Corporate Management Invades Academe.

American Federation of Teachers, Washington, D.C.

Pub Date- 78

Note-17p.; Appeared in U.S. News and World Report'' article, In More and More Colleges, Professors Join the Unions,'' September 10, 1973

Available from-American Federation of Teachers, 11 Dupont Circle, N.W., Washington, DC 20036 (Item no. 617, single copy $.20, $25.00 for 100)

Pub Type- Opinion Papers (120) - Information Analysis (070) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, *Collective Bargaining, *College Administration, *College Faculty, *Consultants, Decision Making, Educational Finance, Educational Quality, Faculty Organizations, Financial Problems, Governance, *Higher Education, *Organizational Effectiveness, Power Structure, Quotas, Retrenchment, Teaching Conditions, Tenure, *Trend Analysis, Unions

Identifiers-Faculty College Relationship

Measures taken to cut costs at the expense of the faculty and the loss in academic quality are shown to be part of a well-organized plan being adopted throughout higher education. Problems have arisen from the activities of the private or semi-private corporate consulting organization in higher education. Taken as a whole, the uncritical use of business principles has led to sets of recommendations and proposals that threaten the future of higher education. Often these firms provide public relations assistance to force the acceptance of predetermined changes in policies. The total absence of considering the concept of quality or the purposes of higher education is the worst aspect of this management trend. References are made to the recommendations of specific consulting firms. The issues involved in the serious shortage of jobs and proposals for tenure quotas are considered. Although such factors as the shortage of public funds have affected higher education, much of the present state of affairs is due to lack of fiscal responsibility on the part of management. Faculty members need to change their position of powerlessness when acting individually through collective bargaining and unionization. (SW)

ED 169 821 HE 011 186

Blackmon, C. Robert Stearns, Mary Louise
Doctoral Graduates in Education From Louisiana State University, 1975-1978: A Follow-up Study. Volume 9, Number 1.
Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.
Pub Date-Mar 79
Note-25p.
Available from-Bureau of Educational Materials and Research, Louisiana State University, Baton Rouge, LA 70803 ($2.50)
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Doctoral Degrees, *Employer Attitudes, Employer Employee Relationship, *Employment Experience, Followup Studies, *Graduate Surveys, Higher Education, Learning Experience, Professional Personnel, Student Opinion, Vocational Adjustment, *Vocational Followup.
Identifiers-*Louisiana State University

A followup study was conducted of the 62 Louisiana State University doctoral graduates of the College of Education from May 1975 through May 1978. A questionnaire was administered to gather data related to the graduate's experiences in and reactions to the doctoral program and on the relationship of that program to subsequent employment. An opinionnaire was administered to evaluate each graduate by the graduate's immediate supervisor. Data are presented on the results of the 39-item questionnaire based on 56 responses and on the results of the 23-item opinionnaire based on 45 responses. The graduates' questionnaire included the areas of related studies, present job status, an evaluation by each respondent of the doctoral preparation program experienced in the College of Education, and professional and civic activities. The items of the two surveys are presented with the response data, and conclusions of the study are provided. (SW)

ED 169 822 HE 011 187

State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Proceedings of the Conference (Colorado Springs, Colorado, July 11-14, 1978). Report No. 114.

Education Commission of the States, Denver, Colo.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.; Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Note-59p.; For related document see ED 161 326
Available from-Inservice Education Program, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accreditation (Institutions), Administrative Organization, Educational History, Eligibility, Federal Aid, Federal Regulation, *Federal State Relationship, *Government Role, *Government School Relationship, Higher Education, Inservice Programs, Interinstitutional Cooperation, *Postsecondary Education, State Aid, State Colleges, State Government, State Programs, State Universities
Identifiers-American Institutes for Research, Federal Trade Commission, Office of Education, *Public Higher Education

The proceedings of a seminar on state postsecondary education institutional authorization and oversight are presented. The contents are as follows: introduction by Louis Rabineau; A Governor's View,'' by Otis R. Bowen; To Colorado Springs and Beyond,'' by Richard M. Millard; A Review of the Study of State Oversight in Postsecondary Education,'' by Steven M. Jung; reactions to the American Institutes for Research Study from a state perspective by T. Edward Hollander, from a national or federal perspective by John D. Phillips, from an accreditation perspective by William K. Selden, and from a federal perspective by Alfred Moye; Review of the Recommendations of the General Accounting Office in Its Draft Report,'' The Office of Education's Eligibility Process What Assurance Does It Provide?'' and the response of the U.S. Department of Health, Education, and Welfare by John Proffitt; and recent developments at the Federal Trade Commission. A summary and synthesis of the conference is presented by Thurston E. Manning. Comments from the work sessions are presented, and A Study of State Oversight in Postsecondary Education'' Executive Summary of the Final Technical Report) by the American Institutes for Research is appended. (SW)

ED 169 823 HE 011 188

Alabama's Challenge: Higher Education in the 1980's. Report of the Second Special Committee to Evaluate the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.
Pub Date-Mar 79
Note-74p.
Available from-Alabama Commission on Higher Education, One Court Square, Montgomery, AL 36104
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Education, Budgets, Data Collection, *Educational Coordination, Educational Finance, *Educational Planning, *Government School Relationship, *Higher Education, Information Dissemination, Information Systems, *Planning Commissions, Program Evaluation, State Legislation, *Statewide Planning
Identifiers-1202 Commissions, *Alabama Commission on Higher Education, Long Range Planning

An evaluation of the Alabama Commission on Higher Education was conducted by a special committee. The committee unanimously agreed that the commission should be strengthened, since it has the obligation to coordinate higher education but lacks the needed resources and authority. The committee recommended that the commission have authority and responsibility for at least the following: long range planning, program approval and review, budget review and recommendation, and data collection and dissemination. Specific recommendations to the state and to the commission are offered. The entire text of the state legislation that established the commission is included to delineate the powers of the commission. This evaluation concentrates on the major mandated functions of establishing a university and college information system, undertaking review of academic programs, and recommending a consolidated budget for higher education. An assessment is also made of the planning function and of commission administration of new activities since 1975. A list of publications of the commission are included. (SW)

ED 169 824 HE 011 191

English, John C.

Introducing Students to the Western Tradition: An Interdisciplinary Approach.

Pub Date-9 Mar 79

Note-12p.; Paper presented at the Missouri Valley History Conference (Omaha, Nebraska, March 9, 1979); For related documents see HE 011 192-193

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Instruction, Core Curriculum, *General Education, Higher Education, *Interdisciplinary Approach, *Moral Development, Peace, *Social History, Sociocultural Patterns, *Values, *Western Civilization

Identifiers-Baker University KS

Attempts by the faculty at Baker University to introduce American undergraduates to the history of the Western tradition as part of their general education are described. The strengths and weaknesses of the Western civilization course and of the core curriculum formerly offered by the college are analyzed. The rationale for the interdisciplinary course now being offered, entitled Shaping of Western Thought,'' is presented. The sophomore-level course focuses on three values that are highly prized in the Western tradition love, peace, and freedom. The alternative ways in which these ideas have been understood by the residents of several major cities in the West are discussed. (Author/LBH)

English, John C.

History of Ideas at Baker University. Position Paper II. Purpose and Content.

Pub Date-Mar 77
Note-11p.; For related documents see HE 011 191-193
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Development, *Educational Objectives, Educational Philosophy, *Ethical Instruction, *General Education, Higher Education, Humanities, *Interdisciplinary Approach, *Moral Development, Peace, *Social History, *Values, Western Civilization
Identifiers-Baker University KS

The goals and content of an interdisciplinary course on the history of ideas, which is required at Baker University as part of its general education program, are described in this position paper. The course aims to help students appreciate the complex character of historical reality and to help them clarify their values and make responsible moral judgments. In order to meet those objectives, alternative ways in which Westerners have understood the ideas of life, peace, and freedom are examined. These ideas concerning values are studied in the context of great cities that have been important centers of Western civilization. The content of the course and procedural matters are discussed. (Author/LBH)

ED 169 826 HE 011 193

English, John C.
History of Ideas at Baker University. Position Paper 1. Foundations.
Pub Date-15 Mar 77
Note-18p.; For related documents see HE 011 191-192
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Instruction, Curriculum Development, *Curriculum Planning, Definitions, Educational Philosophy, General Education, Higher Education, *Humanities, *Interdisciplinary Approach, Moral Development, *Social History, Sociocultural Patterns, Values, *Western Civilization
Identifiers-Baker University KS

The foundations upon which Baker University's interdisciplinary course on the history of ideas is built are described in this position paper. The particular situation of the Baker students and faculty members is analyzed by way of identifying the needs, resources, and problems to be resolved. The presuppositions and definitions from which the course planning can proceed are also stated. The terms humanities,'' interdisciplinary,'' history of ideas,'' and Western'' are defined. The history of ideas'' is taken to mean the history of individual ideas, not the development of world views. Attention is given to the concept of history'' that the course presupposes. Emphasis is placed on the continuous and mutual interaction between the natural environments in which people live, their social institutions and informal groups, individual personalities, and the ideas upon which people act. (Author/LBH)

ED 169 827 HE 011 194

Levin, Lennart

Research and Development for Higher Education: An Overview. R & D for Higher Education 1978:8.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-8 Dec 78
Note-9p.
Available from-National Swedish Board of Universities and Colleges, Research and Development Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, *Educational Change, *Educational Development, Educational Planning, Educational Policy, *Educational Research, *Foreign Countries, *Higher Education, Library Services, Research Projects
Identifiers-*Research and Development, *Sweden

This overview about research and development for higher education in Sweden discusses the organization of research and development, questions of policy and control, and the nature of the program areas. The research and development department is divided into the following components: research into higher education; followup of the reform of higher education; research and development projects of the planning boards; local development work; and information, documentation, and library. Two thematic areas of these program areas are (1) the relationship between conception of knowledge, subject content, and learning arrangements, and (2) recurrent education. Questions concerning the purpose and direction of research and development activities are handled by several advisory bodies, which are described. Research into higher education are divided into the following problem areas: the role of higher education in society; higher education as a system: structure and governance; the environment and working conditions of research and teaching; and research and development organization and planning. The reform followup program concerns the following main problem areas: the organization of higher education, budgeting systems and the planning of activities, institutional self-evaluation, the content and forms of education, and social effects of the reform. Funds for local development work are intended for development projects and for partial sabbatical leave for the compilation of teaching materials. (SW)

ED 169 828 HE 011 195

Planning for Postsecondary Education in California: A Five-Year Plan Update, 1979.

California State Postsecondary Education Commission, Sacramento.

Pub Date-Dec 78
Note-38p.
Available from-California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Accreditation (Institutions), Adult Education, Affirmative Action, Basic Skills, Career Planning, Collective Bargaining, Educational Assessment, Educational Counseling, Educational Finance, *Educational Planning, Enrollment Trends, Equal Education, Facilities, Government Role, Government School Relationship, Higher Education, Information Systems, *Master Plans, Nontraditional Students, *Postsecondary Education, Private Colleges, Program Evaluation, Regional Planning, *Statewide Planning, Student Costs, Student Financial Aid, Vocational Education
Identifiers-*California, Lifelong Learning

This 1979 update to the five-year plan for postsecondary education in California evaluates the progress made in reaching goals and resolving major issues and also considers new issues. An overview of California Postsecondary Education Commission, segmental, and legislative activities is provided for each of the major issues. The following topics are considered: equal educational opportunity for ethnic minorities, women, low income students, and students with disabilities; faculty and administrative affirmative action; financing postsecondary education; student financial aid; tuition, fees, and access; adult education/lifelong learning; educational and career counseling; basic skills deficiencies; vocational education; organization and governance of vocational education; regulation of private postsecondary institutions; evaluation of the effectiveness of postsecondary education; accreditation; state-level postsecondary education information system; collective bargaining; regional planning; stabilized, declining, and shifting enrollments; program planning; and facilities planning. (SW)

Faculty Salaries in California Public Higher Education, 1979-1980. Final Report.

California State Postsecondary Education Commission, Sacramento.
Pub Date-Apr 79
Note-151p.; Parts may be marginally legible due to print quality
Available from-California Postsecondary Education Commission, 1020 12th Street, Sacramento, CA 95814
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Budgets, College Faculty, Community Colleges, Economic Climate, Educational Finance, Fringe Benefits, Government Role, *Higher Education, Multicampus Colleges, Predictive Validity, Public Education, *Salary Differentials, State Colleges, State Government, State Surveys, State Universities, *Statewide Planning, Statistical Studies, *Teacher Salaries
Identifiers-*California, California Community Colleges, California State University and Colleges, *Public Higher Education, University of California

Results of the annual state survey of faculty salaries in California colleges and universities are presented and analyzed in two parts: the University of California and the California State University and Colleges, and the California Community Colleges. For the four-year institutions, a history of the salary reports is given and certain funding procedures explained. The two four-year systems are compared in these areas: salary requests, grants, and the cost of fringe benefits; economic conditions and faculty salaries; projected salaries and their accuracy; and projected cost of fringe benefits. For the two-year institutions, the salary structures are explained, and comparisons are made with the state four-year institutions and also with community colleges in other states. (MSE)

ED 169 830 HE 011 198

Bordage, Georges

Clinical Problem Solving Exercises for Pre-Clinical Medical Education: A Design, Implementation and Preliminary Evaluation.

Pub Date-Apr 79

Note-7p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 1979) ; Not available in hard copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Clinical Diagnosis, *Clinical Experience, Higher Education, *Medical Education, *Problem Solving, Skill Development, *Small Group Instruction, Teaching Methods, *Undergraduate Students

Identifiers-Michigan State University, *Osteopathy, Professional Development

Clinical problem solving exercises for preclinical medical education that were developed at Michigan State University School of Osteopathic Medicine are described. Two types of outcomes were set as priorities in the design and implementation of the problem solving sessions: small group peer interactions as instructional and evaluative resources; and issues relevant to the process of clinical problem solving. The small group discussions focus on three critical issues relevant to clinical problem solving: the multiple dimensions of a health problem (biopathological, psychological, and socioeconomic); the use of a systematic clinical problem solving strategy to resolve these problems; and the documentation of the clinical encounter. It is proposed that educational innovations in clinical problem solving should be grounded in as much theory as possible and that medical students should practice their clinical reasoning processes during their undergraduate years through group discussion of simulated clinical cases. (SW)

Report on Fall 1978 Survey of Graduate Enrollment in the WICHE States. Report 79-1.

Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date-Mar 79
Note-18p.; Part of the WICHE Project on Expanding Regional Cooperation in Graduate and Professional Education
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Enrollment Trends, *Graduate Students, *Higher Education, Part Time Students, Private Colleges, State Colleges, *Student Application
Identifiers-Council of Graduate Schools, Full Time Students, United States (West), *Western States

Fall 1978 survey results for member institutions of the Council of Graduate Schools (CGS) in the states represented by the Western Interstate Commission for Higher Education are analyzed and contrasted to the overall results from a national survey sample. There were declines in total graduate enrollment and in the number of first-time graduate students for CGS-member institutions in the West. These institutions also received fewer applications than previously, possibly indicating a continuation of this trend. A larger proportion of graduate students at the CGS-sampled doctorate-granting institutions in the West attend on a full-time basis than do their counterparts nationally. (SW)

ED 169 832 HE 011 200

Ethical and Economic Issues Newsletter, April 1979.

University of Southern California, Los Angeles. Office of Institutional Studies.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Apr 79
Note-12p.
Available from-Office of Institutional Studies, University of Southern California, University Park, Los Angeles, CA 90007
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *College Faculty, Conferences, *Consultants, Contracts, Copyrights, Economic Factors, *Ethics, Higher Education, *Professional Services, Teacher Responsibility, *Teacher Role, Teacher Salaries
Identifiers-Academic Planning, *Compensation (Remuneration), *Ethical and Economic Issues Project, Faculty College Relationship, Intellectual Property Rights, Lifelong Learning

An academic planning conference is reported, with articles included on several topics pertaining to faculty members. A summary and agenda of the 1979 conference on Ethical and Economic Issues Concerning Academic Professionalism and Compensation in an Era of Accountability, Limits, and Inflation'' are presented. An article on faculty outside professional activities discusses concern over a lack of role definition for faculty. The Ethical and Economic Issues Project is seeking to develop new models for faculty appointments so that expectations for the use of their expertise could be satisfactorily resolved. The newsletter also presents: preliminary survey results on projected future directions of college involvement in lifelong learning; information on university copyright policies concerning work generated at colleges; findings from surveys concerning faculty salaries and earnings; and a note about a survey being conducted on the 1944 Chicago (Hutchings) 4-E Contract, which stipulated that faculty members devote their full time to instruction and research and which provided that all compensation for professional services be assigned to the university. (SW)

The Regents 1978 Progress Report on their 1976 Statewide Plan for the Development of Postsecondary Education.

New York State Univ. System, Albany.
Pub Date-Oct 78
Note-305p.; Not available in hard copy due to marginal legibility of original document
Available from-The University of the State of New York, Educational Programs and Studies, Information Service, Division of Research, State Education Department, Albany, NY 12234
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, College Choice, Cost Effectiveness, Educational Change, Educational Objectives, *Educational Policy, Educational Quality, *Higher Education, Institutional Administration, *Master Plans, Multicampus Colleges, Postsecondary Education, Private Colleges, Program Evaluation, Public Policy, Social Influences, *State Departments of Education, State Universities, *Statewide Planning
Identifiers-City University of New York, *New York, State University of New York

The Regents 1978 progress report incorporates the progress reports of the State University of New York and the City University of New York, and the consolidated progress reports of independent institutions prepared by the Commission on Independent Colleges and Universities. In the report the Regents have reviewed the contributions made toward public policy goals by postsecondary education as well as progress with respect to the recommendations made by State University, City University, and independent institutions. Also reported are all amendments made to institutional master plans since November 1, 1976, and progress made toward the Regents five goals for postsecondary education: freedom of access, freedom of choice, quality education, responsiveness to societal needs, and the efficient use of resources. (Author/MSE)

ED 169 834 HE 011 203

Turner, William H. Michael, John A.

Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-78

Note-15p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-01949-3)

Pub Type- Numerical/Quantitative Data (110) - Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Colleges, *Black Students, Chief Administrators, Comparative Statistics, Enrollment Rate, Higher Education, *Institutional Characteristics, *Private Colleges, Reference Materials, *State Colleges, State Universities, *Student Characteristics

The 106 traditionally black institutions are identified, the procedures for classifying them are explained, and descriptive information is provided for each of them. Institutions were chosen for inclusion based upon whether they were historically black institutions. Three of the institutions are currently majority-white student bodies: Bluefield State College (West Virginia), Lincoln University (Missouri), and West Virginia State College. The listing by state includes the location, year established, control, type (two or four-year), 1976 fall enrollment (by percentage black, sex, and attendance status), first-time freshmen enrollment, and the name of the chief executive officer. The findings include: the 1976 enrollment for the institutions totalled 212,118. Publicly controlled institutions enrolled the great majority compared with private institutions even though there are more private than public institutions. Institutions in North Carolina, Alabama, Mississippi, and Texas enrolled the largest numbers of students. Only 16 of the 106 institutions were two-year institutions, and 11 of these were privately controlled. Nearly 88 percent of the students enrolled in the traditionally black institutions were black. (SW)

ED 169 835 HE 011 204

Hammond, Peirce

Research on Post-Secondary Education at NIE.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date-14 Mar 79
Note-14p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, *Adult Education, Black Colleges, Clearinghouses, Educational Assessment, Educational Finance, Educational Opportunities, *Educational Policy, Educational Practice, *Educational Research, Federal Aid, *Federal Government, Grants, *Higher Education, Information Dissemination, Learning Processes, Management Information Systems, Minority Groups, *Postsecondary Education, School Integration, Womens Education
Identifiers-ERIC, *National Institute of Education

Questions and issues about research on postsecondary education currently being considered at the National Institute of Education (NIE), NIE's major interests from previous years, and the evolving organization of NIE as it pertains to postsecondary research and development are examined. Over the six year period from funding year 1975 through funding year 1980 as budgeted, NIE almost tripled the total dollars spent in postsecondary efforts and doubled the proportion of program funds allocated. The range of topics funded includes higher education, adult education, and other educational matters involving adults. Educational policy and organization efforts include the Post Secondary Organization and Management Studies Team; grants program of the team; research program on black and other minority colleges and universities, National Center for Higher Education Management Systems; postsecondary finance; and postsecondary desegregation. The teaching and learning postsecondary efforts focus on how adults learn, teaching adults, and assessing adult development and educational programs for adults. An annotated listing of funded projects is appended. Within the effort for dissemination and the improvement of practice there are four clearinghouses that are part of the ERIC system and an Experimental Program for Opportunities in Advanced Study and Research in Education (the Women and Minorities Program). (SW)

ED 169 836 HE 011 206

Brigman, S. Leellen Leiter, Virginia G.

Curricular Demands: Tests, Essays, and Major Written Projects. Indiana Studies in Higher Education, Number 30.

Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.
Pub Date-Jan 79
Note-21p.
Available from-Bureau of Evaluative Studies and Testing, Division of Research and Development, Indiana University, Bloomington, Indiana 47401
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Assignments, *College Curriculum, College Freshmen, College Students, Comparative Analysis, *English Instruction, *Essays, *Homework, Institutional Research, Interviews, Research Projects, School Surveys, State Universities, *Testing, Undergraduate Study, *Writing Exercises
Identifiers-*Indiana University Bloomington

The quantity and type of writing demands in the undergraduate curriculum, as reported by students enrolled at the Bloomington campus of Indiana University in fall semester of 1977, are investigated. The study is based on reports of students enrolled in 27 class sections of two freshman English courses, Elementary Composition I and Introduction to Writing and Study of Literature I. Information on upper division curricula was gathered from student reports in classes with a minimum of 65 percent junior enrollments. Upperclass students were surveyed in 19 sections of upper division courses within the six schools/college. Students were asked to report the number of classroom tests, in-class essay tests, and major written projects assigned in all classes they were taking for credit during Fall 1977. A fourth measure, percentage of classroom tests that were primarily essay, was computed for each student. Median and chi-square tests were performed to determine the differences between student reports from freshman courses and upper division courses. Comparisons were also made between the reports of students in the two English courses and between student reports from classes in the six schools/college. (Author)

ED 169 837 HE 011 210

Magat, Richard
The Ford Foundation at Work. Philanthropic Choices, Methods, and Styles.
Pub Date-79
Note-207p.
Available from-Plenum Publishing Co., 227 W. 17th St., New York, NY 10011
Pub Type- Books (010) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Administrative Policy, Business Education, Civil Rights, Cooperative Education, Cultural Activities, Decision Making, Finance Reform, Higher Education, International Studies, Legal Aid, Management, *Nonprofit Organizations, *Private Financial Support, Public Policy, Reproduction (Biology), Social Problems, Universities, Urban Studies
Identifiers-*Ford Foundation, *Philanthropic Foundations

The procedures and philosophy of the Ford Foundation are outlined in this book, which reviews the past and present practices of the philanthropic organization and illustrates the processes through which more than $1,000,000 in funding support is annually dispensed. Case studies are presented that reflect the vast extent of the foundation's interests in social, economic, and educational issues, including reports of educational programs, urban topics, civil rights, the arts, and disarmament. Specific case studies describe the following: reproductive biology; issues in education (graduate education, urban research and training, public policy programs, international studies, and business education); legal defense for the poor; arms control; oversell of instructional television; community development; federal executive training; resident theaters/ballet companies; American studies in Europe; expanding the concept of cooperative education; housing; school finance reform; European management education; international language programs; civil rights litigation; and social science development in Latin America. Appended are a selected chronology of the Ford Foundation, a list of fields of foundation activity, annual program expenditures, and expenditures by field. (LBH)

ED 169 838 HE 011 212

Davis, Gordon B. Parker, Clyde A.

Writing the Doctoral Dissertation. A Systematic Approach.

Pub Date-79

Note-148p.

Available from-Barron's Educational Series, Inc., 113 Crossways Park Dr., Woodbury, NY 11797 ($3.95)

Pub Type- Books (010) - Reference Materials (130)

Document Not Available from EDRS.

Descriptors-Committees, Data Collection, *Doctoral Programs, *Doctoral Theses, Faculty Advisors, *Graduate Study, Higher Education, *Information Retrieval, Information Sources, Planning, Reference Materials, *Reports, Research Design, Researchers, Research Methodology, *Research Skills, Scheduling, Search Strategies, Student Teacher Relationship, *Writing Skills

The need for establishing an overall plan for preparing the dissertation is established in this handbook, and specific suggestions are offered to doctoral candidates in all fields. Guidelines are presented on: how to choose an advisor and a dissertation committee, predissertation development activities, selection of a topic, preparation of the proposal, time schedules and budgets, how to work with the advisor, and the defense and eventual publication. Illustrated with tables and charts that highlight these steps, the book also includes a bibliography with additional sources of information. Three appendices provide information on tools and techniques for searching the data, selected references on research, and use of the computer to process research data. (LBH)

ED 169 839 HE 011 213

Peterson, Gary W. Watkins, Karen
The Identification and Assessment of Competence: Phase II. Florida Competency-Based Articulation Project, Final Report, October 1977 through July 1978.
State Univ. System of Florida, Tallahassee. Div. of Community Colleges.
Pub Date-78
Note-110p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Articulation (Program), Associate Degrees, Bachelors Degrees, College Faculty, College Students, *Community Colleges, Higher Education, Interinstitutional Cooperation, Measurement Instruments, Measurement Techniques, *Performance Based Education, *State Universities, Statewide Planning, *Transfer Policy
Identifiers-Broward Community College FL, *Competence, Florida A and M University, Florida State University, Miami Dade Community College FL, University of North Florida

The Florida Competency-based Articulation Project sought to test the feasibility of using competency as a basis for articulation between and among community colleges and universities. In application, the exit level knowledge and skills required of graduates with AA degrees earned from community colleges and lower division programs in universities become the entry-level knowledge and skills for students entering upper division programs. These skills, described in terms of essential competencies, are agreed upon by faculty members from both community colleges and universities. During 1977-78, Phase II, 30 faculty members from two community colleges (Miami-Dade Community College and Broward Community College) and three universities (Florida Agricultural and Mechanical University, Florida State University, and University of North Florida) engaged in a process of identifying essential baccalaureate competencies and pilot testing competency assessment instruments under development by American College Testing Program and Educational Testing Service, as well as instruments developed by the project faculty themselves. The faculty determined the validity and reliability of these instruments for assessing certain competencies deemed essential for baccalaureate graduates to have mastered by the end of their college careers. The results of the investigation indicated that the tests were not perceived as valid measures of desired baccalaureate competencies by this interinstitutional group. Even though faculty seemed to become more accepting of competency-based education in general, they concluded that more work is required to describe precisely the nature of essential competencies and to develop valid competency assessments before competency-based articulation could become a reality. The methodology by which faculty acquired skills in competency identification and competency assessment is described. (Author)

ED 169 840 HE 011 215

Stafford, Thomas H., Jr.
Survey of Off-Campus Students at North Carolina State University.
North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Oct 73
Note-15p.; Not available in paper copy due to marginal legibility of original document; For related document see HE 011 227 ; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Students, *Commuting Students, Counseling Services, Cultural Activities, *Educational Counseling, Enrichment Activities, Higher Education, Information Sources, *Information Utilization, Institutional Research, Needs Assessment, Research Projects, School Activities, *School Services, School Surveys, State Universities, *Student Attitudes, Student Needs
Identifiers-*North Carolina State University

Students who reside off-campus at North Carolina State University were surveyed in 1973 to determine their attitudes toward university policies, programs, and services. Of the 372 randomly selected students, 153 responded. Information is presented about the following areas: participation in university services, participation in university student center programs, time preferred for using counseling outpost, usage and preferred location of lockers, need for nightly room rental service, use of campus information center, most frequent source of information, programs or services desired, and opinions about communication between the university administration and off-campus students. A sample survey and suggestions offered by students are included. (SW)

ED 169 841 HE 011 216

Stafford, Thomas H., Jr. Dolin, Nancy C.

Black Freshmen at North Carolina State University.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Nov 74

Note-17p.; Not available is paper copy due to marginal legibility of original document; For related document, see HE 011 217 ; Best copy available

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Aptitude, Aptitude Tests, *Black Students, Career Choice, College Choice, *College Freshmen, Educational Objectives, Higher Education, Institutional Research, Political Attitudes, Religion, Research Projects, *School Surveys, *State Universities, *Student Attitudes, *Student Characteristics, Student Financial Aid, Student Participation

Identifiers-*North Carolina State University

A study conducted in 1974 to provide information about black freshmen at North Carolina State University, and a comparison with non-black freshmen enrolled in 1974 are presented. A descriptive summary and statistical data are provided on the following: mean CHSR, SAT, and UPGA scores; political views; freshmen participation in selected activities; religious views; need for special assistance in selected areas; choice of career or occupation; preferred housing arrangements; decision to enroll at the college; educational goals, and opinions on campus issues. (SW)

ED 169 842 HE 011 217

Stafford, Thomas H., Jr. Council, Kathryn A.

Bias in the Prediction of Achievement and in Admission of Black Students to North Carolina State University.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Feb 74
Note-10p.; For related document, see HE 011 216 ; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Bias, *Black Students, *College Admission, *College Freshmen, Grade Point Average, Grade Prediction, Higher Education, Institutional Research, Mathematical Formulas, *Predictive Measurement, Racial Discrimination, Research Projects, *School Surveys, State Universities
Identifiers-*North Carolina State University

As a followup study, the academic performance of 120 black students who entered North Carolina State University as new freshmen in the fall of 1970, 1971, and 1972 was examined in order to determine whether the University Predicted Grade Average (UPGA) equation is biased for black students. Major findings are: (1) for both marginal black students and for all black students combined, the UPGA equation tends to over-predict first year grade point average (GPA) of black freshmen and thus is biased in favor of these students; (2) a prediction equation that used only SAT-V or SAT-M and that was developed on the basis of all freshmen combined would under-predict GPA for black students near the cut-off point of 1.6 and thus would be biased against these black students; and (3) a prediction equation that used only converted high school rank (CHSR) and that was developed on the basis of all freshmen combined would over-predict GPA for black students and thus would be biased in favor of these students. (SW)

ED 169 843 HE 011 218

Viehe, John Henry

The Difference Between Potential and Achieved Academic Performance of Freshmen Residents at North Carolina State University.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Aug 75

Note-20p.; Not available in paper copy due to marginal legibility of original document ; Best copy available

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *College Freshmen, College Housing, Comparative Analysis, *Dormitories, Grade Point Average, Grade Prediction, Higher Education, Institutional Research, *Predictive Measurement, Research Projects, Resident Assistants, *School Surveys, *State Universities

Identifiers-*North Carolina State University, *On Campus Students

Differences in academic performance of residents in the various sections and dormitories during the fall semester 1974 at North Carolina State University were studied. Other study objectives were as follows: to develop a methodology to measure academic performance of freshmen residents adjusted for ability, sex, and differential grading distributions in the various schools of the university; to determine whether seniority on the resident advisor staff relates to academic performance of freshman residents in each section; to determine whether architectural style of residence hall relates to academic performance of freshmen residents; and to determine whether there is a relationship between percentage of freshmen in a hall or section and academic performance. As a whole, freshmen residing in the low-rise, open circulation suite building performed better than those in high-rise, open circulation suite buildings. When academic performance is adjusted for ability, sex, and school of study, freshmen in some halls performed better than those in others. No significant relationship was found between resident advisor seniority and grade point average, and no significant results were found for percentage of freshmen in a living unit and grade point average. (SW)

ED 169 844 HE 011 219

Sandling, Gary T. Stafford, Thomas H., Jr.

A Descriptive Study of Students Seeking Services at the N. C. State University Counseling Center.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-75

Note-19p.; Not available in paper copy due to marginal legibility of original document ; Best copy available

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Students, *Counseling Services, *Educational Counseling, *Guidance Centers, Higher Education, Institutional Research, Research Projects, *School Surveys, *State Universities, Student Characteristics, Student Needs, Student Reaction, *Use Studies

Identifiers-*North Carolina State University

A questionnaire was administered at North Carolina State University in 1975 to determine the role of the university counseling center. The questionnaire was administered routinely as part of the intake process. Information is presented on the following: intakes on a monthly basis, ages of clients served, breakdown of clientele by sex, marital status of clients, enrollment status of sample, year in school, students' place of residence, source of referral, initial source of information about the center, kind of services desired, a breakdown of the sample by academic curriculum, and students' grade point average. Students most served by the counseling center were in the 18-20 age range, were in their first two undergraduate years, and lived off campus. These students were predominately currently enrolled, single, and often enrolled in a liberal arts curriculum. The students were more often than not self-referred, although faculty members were also an important source of referral. The most important sources of initial information about counseling services were freshman orientation and faculty members. A large percentage of the sample utilize the center for purposes of withdrawing from school. When these are excluded, the highest percentage of those remaining seek help with academic problems. The rest of the sample was evenly split between students seeking services in the vocational and personal adjustment areas. (SW)

ED 169 845 HE 011 220

Dailey, Dianne Stafford, Thomas H., Jr.

Coed and Single Sex Living Environments: A Study of Changes in Attitudes, Activities, and Interaction for Students at NCSU.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Nov 75
Note-27p.; Not available in paper copy due to marginal legibility of original document; For related document see HE 011 250 ; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Coeducation, College Housing, *College Students, *Dormitories, *Females, Group Experience, Higher Education, Institutional Research, *Males, Participant Satisfaction, Research Projects, *School Surveys, Self Esteem, *State Universities, Student Attitudes, Student Reaction
Identifiers-*North Carolina State University, On Campus Students

A study was conducted at North Carolina State University to evaluate coed residence halls. The study objectives were to compare changes in the following variables for coed residents with those for residents of single sex halls: self-confidence, participation in campus and residence hall activities, perceived personal development in relationships with opposite sex, male attitudes toward the role of women, expectations and satisfaction with residence hall environment, and interaction (leisure time, dating, and sexual intercourse) with members of the opposite sex. An anonymous survey was administered in the fall 1974 semester and in the spring 1975 semester. Results indicate that residents of coed halls are no more likely than residents of single sex halls to increase their self-confidence or participation in campus and residence hall activities, to facilitate their personal development in relationships with members of the opposite sex (for females only), or to change their attitudes toward the role of women (for males only). Additionally, there were generally no initial differences between coed and single sex hall residents on each of these variables. With the exception of the freshman coed hall, coed environments did not appear to provide greater satisfaction of residence hall expectations for females than did single sex halls. For males, it appeared that coed environments were more likely to result in satisfaction than were single sex halls. (SW)

ED 169 846 HE 011 221

Stafford, Thomas H., Jr.

Academic Dishonesty at North Carolina State University: A Student-Faculty Response.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Feb 76
Note-22p.; Not available in paper copy due to marginal legibility of original document ; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Standards, *Cheating, College Faculty, *College Students, Higher Education, Institutional Research, Moral Issues, Plagiarism, Research Projects, *School Surveys, *State Universities, *Student Reaction, *Teacher Attitudes
Identifiers-*North Carolina State University

Academic honesty/dishonesty at North Carolina State University was studied through a survey of undergraduate students and teaching faculty at the beginning of the fall 1975 semester. Information is presented on the percentage of students who have cheated, faculty estimation of cheating, estimated percentage of cheating falling into selected categories, major reasons why students cheated, and reaction to cheating by students and faculty. A sample of faculty comments on academic honesty/dishonesty are appended. Major findings include: approximately 8-10 percent of undergraduates cheated during the 1974-75 academic year; students and faculty agree that a majority of all dishonesty involves either cheating during testing or plagiarism; and approximately one-fourth of both students and faculty said that a certain percentage will cheat regardless of classroom or other conditions. Student reaction to observed cheating is largely indifference. Faculty are much more likely to take some action, but this primarily includes handling the case individually without reporting it to the campus judicial system. Survey questions are appended. (SW)

ED 169 847   HE 011 222

Sandling, Gary T. Stafford, Thomas H., Jr.

Problems of Undergraduate Students on a Large University Campus: Comparisons on the Basis of Sex, Grades, Year in School, and Help Seeking.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Apr 76
Note-21p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anxiety, Career Planning, *Counseling Services, *Educational Counseling, Guidance Centers, Higher Education, Institutional Research, Interpersonal Problems, Participant Satisfaction, Personal Adjustment, Research Projects, School Surveys, *State Universities, *Student Adjustment, *Student Needs, *Undergraduate Students
Identifiers-*North Carolina State University

During the 1974-75 academic year at the North Carolina State University, the frequency and types of difficulties experienced by undergraduates enrolled at the school were investigated. Other study objectives were to determine whether different subgroups within the student population would exhibit more problems in a particular area than in others, and to obtain information on which services would most likely be utilized and how the experience with the counseling center would be rated. Usable responses were obtained from 360 of 474 randomly-selected undergraduates. The survey instrument was composed of 18 statements of problems in addition to questions on counseling center services and satisfaction with services. Some statements were classified into one of the following major problem categories: academic, career/vocational, interaction/relationship with others, and emotional. A rank order is provided of the following types of problems: career plans, worry, taking exams, depression, study habits, nervousness, lack of self-confidence, and curriculum choice. A breakdown is presented of the major problems by sex and by student grade-point average. Data are presented on types of services most likely to be used according to year in school, sex, place of residence and grade-point average. (SW)

ED 169 848 HE 011 223

Solomon, Donald H.

Campaign 76: A Report of Political Attitudes and Preferences of North Carolina State University Students.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Oct 76

Note-21p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students, Elections, Higher Education, Institutional Research, Political Affiliation, *Political Attitudes, Research Projects, *School Surveys, *State Universities, *Student Attitudes, *Student Opinion, Student Participation

Identifiers-*North Carolina State University

North Carolina State University students were surveyed to assess their political attitudes and preferences prior to the 1976 general election and to compare results with those obtained in a 1972 survey. Information was obtained on: voter registration, party affiliation, political views, candidate preference for president, candidate preference for governor, prediction of election results, reasons for voter preference, the most important issues, and the importance of the election outcome. Among the findings are the following: in comparison to 1972, student interest and participation in the electoral process dropped; students now are politically more conservative than they were in 1972; and students overwhelmingly identified economic issues (taxes, spending, and unemployment) as the most important issues facing the new president. (SW)

ED 169 849 HE 011 224

Solomon, Donald H.

University Student Center Survey 1976-77, Spring, 1977.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Mar 77

Note-48p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Students, *Cultural Activities, Facility Utilization Research, *Food Service, Higher Education, Institutional Research, Research Projects, School Activities, *School Surveys, *State Universities, *Student Opinion, *Student Unions

Identifiers-*North Carolina State University

A survey was conducted in 1977 at North Carolina State University to determine students' opinions about activities of the Student Center, which include a complete food service and a variety of cultural activities such as classical music programs, rock concerts, theater, lectures, and films. The first survey was primarily related to food services and the second survey concerned student center programs. Survey results are presented by sex, class, and place of residence. The questionnaires are appended. (SW)

Gracie, Larry W.

NCSU Food Service Survey Report.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-21 Feb 78
Note-22p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, *Eating Habits, *Facility Utilization Research, *Food Service, Higher Education, Institutional Research, Research Projects, *School Surveys, *State Universities, *Student Opinion
Identifiers-*North Carolina State University

Student perception of food service facilities at North Carolina State University was surveyed in 1977. Of 1,100 randomly selected residence hall students, 799 responses were obtained. Respondents were asked to evaluate food service facilities and to report their eating habits. Study was limited to eating habits in their rooms, in campus cafeterias, and off-campus. In general, 64.3 percent of the respondents indicated that they were satisfied with their present eating arrangements. Respondents reported a preference to eat in their room (36.5 percent), in a cafeteria (35.4 percent), and off-campus (28.1 percent). Respondents rejected the concept of a required meal plan to support an on-campus cafeteria. Sixty-eight percent of the respondents indicated they would not favor required meal plans for freshmen, and 70.7 percent would not favor paying approximately $650 per semester for a room and board plan. The report provides information on facility use and satisfaction and problems with campus facilities and presents respondents' suggestions and comments. The questionnaire is appended. (SW)

ED 169 851 HE 011 227

Stafford, Thomas H., Jr. Pate, Nancy D.

Commuting Versus Resident Freshmen at NCSU.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Jan 79

Note-23p.; For related document, see HE 011 215

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Planning, *College Freshmen, *College Housing, *Commuting Students, *Dormitories, Educational Objectives, Higher Education, Institutional Research, Place of Residence, Political Attitudes, Religion, Research Projects, School Activities, School Surveys, *State Universities, Student Attitudes, Student Characteristics, Student Needs, Student Participation

Identifiers-*North Carolina State University, *On Campus Students

A North Carolina State University study compared college freshmen who lived in campus residence halls, off-campus with their parents, and off-campus but not with their parents. Changes during the freshman year were compared on the following areas: educational goals, career plans and goals, political views, opinions on college-related issues, participation in selected activities, preference for housing arrangements, religious preference, and need for special assistance in academic areas. Findings include the following: freshmen who lived in campus residence halls were not more likely than off-campus students to change the level of their educational goals; changes in political views were not related to residence, but freshmen who lived with their parents were less likely to report a liberal political viewpoint at both the beginning and end of the freshman year; changes in career plans were not related to residence; preparing for a career or a good job after graduation was the most important educational goal for all three residence groups; and off-campus freshmen were more likely than on-campus freshmen to report they needed help but did not seek it out. (SW)

ED 169 852 HE 011 229

Council, Kathryn A.
Survey of Spring 1975 Degree Recipients at NCSU.
North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-10 Mar 76
Note-24p.; Not available in paper copy due to marginal legibility of original document; For related documents, see HE 011 230-232
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bachelors Degrees, *College Graduates, College Majors, Doctoral Degrees, *Employment Services, *Followup Studies, Higher Education, Institutional Research, *Job Placement, Masters Degrees, Research Projects, *Salaries, School Surveys, *State Universities, Student Personnel Services
Identifiers-*North Carolina State University

A questionnaire was administered to 1975 degree recipients at North Carolina State University regarding their post-graduation plans. Those who did not respond to the spring survey and those who responded but reported unemployment were mailed a followup questionnaire. Information is presented for bachelor's degree recipients by department; job location and type of organization data are indicated. Information on salaries and a five-point scale indicating student perception of how much their job was related to their degree program at the college are presented. Data on use of the college career planning and placement center are also presented. After providing information by each department, totals for all departments by race, sex, and final grade point average are provided. Mean salary and percentage employed data, unadjusted and adjusted for department by sex, race, and final grade-point average, are included. Data on master's degree recipients by race and sex and on doctorate degree recipients by race and sex are also provided. (SW)

ED 169 853 HE 011 230

Council, Kathryn A.

Survey of Spring 1976 Degree Recipients at North Carolina State University.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Dec 76
Note-27p.; Not available in paper copy due to marginal legibility of original document; For related documents, see HE 011 229, HE 011 231-232
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bachelors Degrees, *College Graduates, College Majors, Doctoral Degrees, *Employment Services, *Followup Studies, Graduate Surveys, Higher Education, Institutional Research, *Job Placement, Masters Degrees, Questionnaires, Research Projects, *Salaries, *State Universities
Identifiers-*North Carolina State University

A questionnaire was administered to 1976 degree recipients at North Carolina State University regarding their post-graduation plans. Those who did not respond to the spring survey and those who responded but reported unemployment were mailed a followup questionnaire. The following information is presented: post-graduation activities of bachelor's degree recipients by school and department; post-graduation activities of bachelor's degree recipients by race, sex, and grade-point average; post-graduation activities of master's degree recipients by race and sex; post-graduation activities of doctorate degree recipients by race and sex; mean salary of bachelor's degree recipients, unadjusted and adjusted for school, by sex, race, grade-point average, and location

of employment; percentage employed of bachelor's degree recipients, unadjusted and adjusted for school, by sex, race, and grade-point average; use of services in seeking employment for bachelor's degree recipients by school and for total masters and total doctorates; and location of employment for bachelor's degree recipients by school. The questionnaire is appended. (SW)

ED 169 854 HE 011 231

Fuller, Earl H.
Survey of Spring 1977 Degree Recipients at North Carolina State University.
North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Mar 78
Note-41p.; Not available in paper copy due to marginal legibility of original document; For related documents, see HE 011 229-230, HE 011 232
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bachelors Degrees, *College Graduates, Doctoral Degrees, *Employment Services, *Followup Studies, Grade Point Average, Graduate Surveys, Higher Education, Institutional Research, *Job Placement, Masters Degrees, Questionnaires, Research Projects, *Salaries, *State Universities
Identifiers-*North Carolina State University

A questionnaire was administered to 1977 degree recipients at North Carolina State University regarding their post-graduation plans. Those who did not respond to the spring survey and those who responded but reported unemployment were mailed a followup questionnaire. The following information is presented: post-graduation statistics for bachelor's degree recipients by school, department, race, sex, and grade-point average; post-graduation statistics on master's and doctoral degree recipients by race and sex; mean salaries of bachelor's degree recipients by sex, race, and grade-point average; percentage of bachelor's degree recipients employed by sex, race, and grade-point average; and use of counseling and placement services in seeking employment for bachelor's degree recipients by school and total, and for total masters and total doctorates. The questionnaire is appended. (SW)

ED 169 855 HE 011 232

Fuller, Earl H.

Survey of Spring 1978 Degree Recipients at North Carolina State University.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Nov 78

Note-49p.; Not available in paper copy due to marginal legibility of original document; For related documents, see HE 011 229-231

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bachelors Degrees, *College Graduates, Doctoral Degrees, *Employment Services, *Followup Studies, Grade Point Average, Graduate Surveys, Higher Education, Institutional Research, *Job Placement, Masters Degrees, Research Projects, *Salaries, *State Universities

Identifiers-*North Carolina State University

A questionnaire was administered to 1978 recipients at North Carolina State University regarding their post-graduation plans. Those who did not respond to the spring survey and those who responded but reported unemployment were mailed a followup questionnaire. The following information is presented: post-graduation statistics for bachelor's degree recipients by school, department, race, sex, and grade-point average; post-graduation statistics on master's degree recipients by school, race and sex, and for doctoral degree recipients by race and sex; mean salaries of bachelor's degree recipients employed by department, school, sex, race, and grade-point average; and use of counseling and placement services in seeking employment for bachelor's degree recipients by school and total. The questionnaire is appended. (SW)

ED 169 856 HE 011 235

Fuller, Earl H.
Students and Drugs at NCSU: 1977-1978 Report.
North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Apr 78
Note-49p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *College Students, Comparative Analysis, *Drug Abuse, Higher Education, Institutional Research, *Lysergic Acid Diethylamide, *Marihuana, *Narcotics, Questionnaires, Research Projects, School Surveys, *State Universities, Student Attitudes, Student Behavior, Student Characteristics
Identifiers-*North Carolina State University

A survey conducted in 1977 at North Carolina State University on drugs was designed to measure usage rates for four types of drugs: marijuana, hallucinogens (such as LSD, mescaline, and psilocybin); amphetamines and barbituates; and narcotics (heroin, opium, and morphine). The questionnaire was also designed to determine student attitudes on selected drug-related issues and their general source of drugs and the location of and reasons for drug usage. Student background information was also obtained from the questionnaire items. Of the 815 undergraduate students randomly selected for study, 433 usable responses were obtained. Among the findings are that the group of students not using drugs had a higher average grade point average (GPA) than those using, while the group of former drug users had no lower average GPA than the group of students who have never used, and those using marijuana only had no higher average GPA than those involved with other drugs. Comparison of the 1977 survey with a 1971 survey reveals that across the undergraduate student body the percentage who have never used drugs declined from 60 percent to 46 percent; former drug users increased from 15 percent to 25 percent; marijuana-only users increased from 15 percent to 22 percent; and the percentage using drugs other than or in addition to marijuana declined from 10 percent to 7 percent. Additional findings and a sample questionnaire are included. (SW)

ED 169 857 HE 011 238

Council, Kathryn A.

A Profile of Entering Freshmen, North Carolina State University, Fall, 1975.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Nov 75

Note-27p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Aptitude Tests, Black Students, *College Freshmen, College Majors, Educational Objectives, *Enrollment Rate, Higher Education, Institutional Research, Place of Residence, Political Attitudes, Religion, Research Projects, School Surveys, *State Universities, *Student Attitudes, *Student Characteristics, Student Motivation, Student Participation

Identifiers-*North Carolina State University

This profile of entering freshmen at North Carolina State University for fall 1975 presents statistical data and a descriptive summary of the data. Information is presented on the following: new freshman headcount enrollment by field of study by sex (1969-75) and by residence (in-state, national, or international); new freshman black enrollment (1972-75); mean CHSR, SATV, SATM, and UPGA by field of study and sex (1971-75); educational level achieved by father; reasons for enrolling at the college; educational goals; opinions on campus issues; proportion of new freshmen participating in selected activities during year prior to college entry; religion in which reared and present religious preference; political views; proportion of students needing special assistance in selected areas; decision about major and/or career; and preferred on-campus housing arrangements. (SW)

ED 169 858 HE 011 239

Dolin, Nancy C.

A Profile of Entering Freshmen, North Carolina State University, Fall, 1976.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Nov 76
Note-25p.; Not available in paper copy due to marginal legibility of original document; For related documents, see HE 011 216, HE 011 240-241
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aptitude Tests, *College Freshmen, College Majors, Educational Objectives, *Enrollment Rate, Higher Education, *Institutional Research, Place of Residence, Research Projects, School Surveys, State Colleges, *State Universities, *Student Attitudes, *Student Characteristics, Student Motivation, Student Participation
Identifiers-*North Carolina State University

This profile of entering freshmen at North Carolina State University for fall 1976 presents statistical data and a descriptive summary of the data. Information is presented on the following: new freshmen headcount enrollment by field of study by sex (1970-76) and by residence (in-state, national, or international); new freshmen black enrollment (1973-76); mean CHSR, SATV, SATM, and UPGA by field of study and sex (1972-76); educational level achieved by father; type of area in which freshmen lived during high school; reasons for enrolling at the college; educational goals, political views; preferred on-campus housing arrangements; opinions on campus issues; proportion of new freshmen who participated in selected activities during year prior to entry; religion in which reared and present religious preference; decision about major and/or career; and proportion of students needing special assistance in selected areas. (SW)

ED 169 859 HE 011 240

Dolin, Nancy C.

A Profile of Entering Freshmen, North Carolina State University, Fall, 1977.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Jan 78
Note-32p.; Not available in paper copy due to marginal elgibility of original document; For related documents, see HE 011 216, HE 011 239, HE 011 241
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aptitude Tests, Black Students, *College Freshmen, College Majors, Educational Objectives, *Enrollment Rate, Higher Education, Institutional Research, Place of Residence, Political Attitudes, Research Projects, *School Surveys, *State Universities, *Student Attitudes, *Student Characteristics, Student Motivation, Student Participation
Identifiers-*North Carolina State University

This profile of entering freshmen at North Carolina State University for fall 1977 presents statistical data and a descriptive summary of the data. Information is presented on the following: new freshman headcount enrollment by field of study by sex (1971-77) and by residence (in-state, national, or international); new freshmen black enrollment (1974-77); mean CHSR, SATV, SATM, and UPGA by field of study and sex (1973-77); educational level achieved by father; type of area in which freshmen lived during high school; reasons for enrolling at the college; educational goals; political views; preferred on-campus housing arrangements; opinions on campus issues; decision about major and/or career; and proportion of new freshmen needing assistance in selected areas. (SW)

ED 169 860 HE 011 241

Pate, Nancy D.

A Profile of Entering Freshmen, North Carolina State University, Fall, 1978.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Oct 78
Note-26p.; Not available in paper copy due to marginal legibility of original document; For related documents, see HE 011 216, HE 011 239-240
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aptitude Tests, Black Students, *College Freshmen, College Majors, Educational Objectives, *Enrollment Rate, Higher Education, Institutional Research, Place of Residence, Research Projects, *School Surveys, *State Universities, *Student Attitudes, *Student Characteristics, Student Motivation, Student Participation
Identifiers-*North Carolina State University

This profile of entering freshmen at North Carolina State University for fall 1978 presents statistical data and a descriptive summary of the data. Information is presented on the following: new freshmen headcount enrollment by field of study by sex (1972-78) and by residence (in-state, national, or international); new freshmen black enrollment (1976-78); mean CHSR, SATV, SATM, and UPGA by field of study and sex (1974-78); educational level achieved by father; type of area in which freshmen lived during high school; reasons for enrolling at the college; educational goals; preferred on-campus housing arrangements; decision about major and/or career; proportion of new freshmen needing assistance in selected areas; and proportion of new freshmen who participated in selected activities during year prior to entry. (SW)

ED 169 861 HE 011 242

Dolin, Nancy C.
North Carolina Black High School Graduates: Their Interest in NCSU.
North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Apr 76
Note-16p.; Not available in paper copy due to marginal legibility of original document; For related document see HE 011 243
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Students, College Attendance, *College Choice, College Students, Comparative Statistics, *Enrollment Trends, Graduate Surveys, Higher Education, *High School Graduates, Institutional Research, Place of Residence, Research Projects, *State Universities, Student Recruitment
Identifiers-In State Students, *North Carolina, *North Carolina State University

A 1975 study determined the location of the North Carolina high schools from which black students graduated, their plans for postsecondary education, and their interest in and enrollment at North Carolina State University. The report is designed to provide information that will be useful to evaluate and plan recruitment of black high school graduates for entry to the college. Maps of North Carolina are included to identify the counties from which a majority of blacks graduate and apply and enroll at the college. Data are presented that compare black graduates with either total or white graduates, and attendance data are presented for white and black high school graduates for 1973-75. (SW)

ED 169 862 HE 011 243

Dolin, Nancy C.

North Carolina Black High School Graduates: Their Interest in NCSU.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Apr 78

Note-26p.; For related document see HE 011 242

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Students, College Attendance, *College Choice, College Students, Comparative Statistics, *Enrollment Trends, Graduate Surveys, Higher Education, *High School Graduates, Institutional Research, Place of Residence, Research Projects, *State Universities, Student Recruitment

Identifiers-In State Students, *North Carolina, *North Carolina State University

Determination was made in 1977 of the location of the North Carolina high schools from which black students graduated, the students' plans for postsecondary education, and their interest in and enrollment at North Carolina State University. The report updates a similar report completed in 1976 and is designed to provide information useful in evaluating and planning recruitment of black high school graduates for entry to the college. Maps of North Carolina are included to identify the counties from which a majority of blacks graduate and apply and enroll at the college. Data are presented that compare black graduates with either total or white graduates, and college attendance data are presented for white and black high school graduates for 1973-77. (SW)

Gracie, Larry W.

Student Retention and Graduation at North Carolina State University.

North Carolina State Univ., Raleigh. Div. of Student Affairs.
Pub Date-Mar 78
Note-19p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attrition (Research Studies), Black Students, Caucasian Students, Cohort Analysis, *College Freshmen, College Graduates, *Dropout Research, Enrollment Rate, Higher Education, Institutional Research, Longitudinal Studies, Research Projects, *School Holding Power, School Surveys, *State Universities, *Transfer Students
Identifiers-*North Carolina State University

Student retention and attrition patterns of entering freshmen at North Carolina State University and a description of transfer student retention and attrition are presented. The status of freshmen entering the college from 1971-1976 is given in terms of: total freshmen, black freshmen, white freshmen, freshmen females, freshmen males, graduation rates, and scores on SAT-V and SAT-M. Data on transfer students are for 1974-76 and are presented by departments. Among the findings are the following: after six years at the university, 57.4 percent of the 1971 cohort had graduated, 8.1 percent has been suspended, 29.5 percent had withdrawn, and 4 percent were still enrolled; approximately 21-26 percent of freshmen withdrew sometime during the first two years of study, with the largest proportion of withdrawals occurring during the freshman year; the retention rate for black freshmen is greater than for total freshmen, with the exception of the 1973 cohort; at the beginning of the fifth, sixth, and seventh years, the graduation percentage of the 1971 and 1972 cohorts were greater than their white counterparts; for each cohort analyzed, females had higher withdrawal rates than males; and progression rates indicate that females continued at a faster rate than males. (SW)

ED 169 864 HE 011 249

Stafford, Thomas H., Jr.

Transition: An Evaluation of the First Year of an Innovative Freshman Program at North Carolina State University.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-May 75

Note-41p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *College Freshmen, Cultural Activities, Educational Alternatives, *Educational Innovation, Educational Objectives, *English, Goal Orientation, Higher Education, *History, Institutional Research, *Program Evaluation, *Psychology, Research Projects, State Universities, Student Evaluation, Student Opinion, Student Participation

Identifiers-Nontraditional Education, *North Carolina State University

Transition, an alternative freshman-year program at North Carolina State University, is evaluated. The program centered around an integrated English-history course taught in an informal residence hall setting and involving nontraditional instruction techniques, and a psychology course directed toward personal development and goal-setting. When compared with non-Transition freshmen, Transition students did not seem to be different in the degree to which they changed their goals, attitudes, or personal attributes during the freshman year, in their overall academic performance, or in their persistence into the sophomore year. However, on many characteristics, Transition students were initially very different from freshmen who did not elect to participate in the program; they were more liberal, more interested in intellectual activities and esthetic characteristics. It was determined that the students who were attracted to participate in this program were not disappointed in it. Survey questions and verbatim responses by these students are appended to provide a better understanding of the nature of the program and the reaction of the students. (SW)

ED 169 865 HE 011 250

Dolin, Nancy C.

Survey of Residence Hall Life at NCSU.

North Carolina State Univ., Raleigh. Div. of Student Affairs.

Pub Date-Mar 77

Note-37p.; Not available in paper copy due to marginal legibility of original document; For related document see HE 011 220

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Housing, *College Students, *Dormitories, Higher Education, Institutional Research, *Participant Satisfaction, Recreational Activities, Research Projects, School Activities, School Surveys, *Social Experience, *Staff Role, *State Universities, Student College Relationship, Student Needs, Student Opinion

Identifiers-*North Carolina State University, On Campus Students

A 1977 North Carolina State University survey of a sample of on-campus students determined their attitudes toward residence hall activities, facilities, and staff. Information is shown by sex, class, and residence hall, and totals are weighted to reflect actual proportions in each dorm. Among the findings are the following: cookouts, movies, beer blasts, and parties appear to be the most popular social activities in the residence halls; attendance in residence hall educational and cultural activities was very low in comparison to social and recreational activities; a majority of students felt that both senior staff members and resident advisors should be responsible for selected residence hall functions; senior staff members were rated highest for handling administrative aspects and for being a source of information; most students indicated that their advisor carried out the selected functions in a satisfactory manner; more than two-thirds of the students indicated that they had needed assistance from senior staff members; resident advisors appear to be in greater demand to students than are senior staff members and are more available when needed. Student opinions about residence hall facilities are also presented. (SW)

ED 169 866 HE 011 258

Rose, Clare And Others

The Study of the Academic Employment and Graduate Enrollment Patterns and Trends of Women in Science and Engineering. Summary Report.

Evaluation and Training Inst., Los Angeles, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-SRS-76-82705; Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, Departments, Employment Patterns, *Engineering, Engineering Education, Enrollment Trends, Environmental Education, Females, Geographic Location, Graduate Study, Higher Education, *Mathematics, Mathematics Education, Medical Education, National Surveys, Private Colleges, Psychology, Science Education, *Sciences, *Social Sciences, State Universities, Statistical Studies, Trend Analysis, Universities, *Womens Education, *Working Women
Identifiers-Full Time Students, Harvard University MA, Louisiana State University Baton Rouge, Northwestern University IL, Purdue University IN, Texas A and M University, University of Arizona, University of Michigan, University of Southern California, University of Washington

A study was undertaken of the employment and enrollment patterns of women scientists/engineers and graduate students in eight major scientific fields: engineering, physical sciences, environmental sciences, mathematical sciences, agricultural and biological sciences, medical sciences, psychology, and social sciences. The first part of the study consisted of a series of statistical analyses of institutional and departmental patterns in women's full-time graduate enrollment and full-time employment in sciences and engineering in the 50 leading doctorate-granting institutions. The second phase consisted of case study site visits to a sample of nine institutions selected to represent the diversity of the original sample in geographic location, urban/rural environment, institutional size, type of control, and proportion of women scientists employed. The case study institutions were the University of Arizona, Harvard University, Louisiana State University (Baton Rouge), University of Michigan, Northwestern University, Purdue University, University of Southern California, Texas A & M University, and the University of Washington. The statistical analyses employed were designed to identify distinctive trends, to move beyond presentation of numbers and percentages to search for significant and distinctive differences. The report was exploratory and descriptive in nature, without specific research hypotheses. The analyses and results are described, with some graphic illustration. (Author/MSE)

ED 169 867 HE 011 265

A Survey of Professional Licensure Examinations in Texas.
Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date-Mar 79
Note-77p.
Available from-Coordinating Board, Texas College and University System, LBJ Building, P.O. Box 12788, Austin, TX 78711
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Academic Standards, Architecture, *Certification, Certified Public Accountants, Comparative Analysis, Dental Hygienists, Dentistry, Engineering, Lawyers, Medicine, Nursing, Pharmacy, Physical Therapy, *Professional Education, *Professional Occupations, Psychology, Standards, State Agencies, State Licensing Boards, State Surveys, Statistical Data, *Test Results, Veterinary Medicine
Identifiers-Optometry, *Texas

A determination was made of how graduates of Texas professional education programs perform on licensure examinations in comparison with their counterparts in other states. Test scores of Texas graduates were compared with national norms and averages in other states, when available, as well as with scores of graduates of out-of-state programs who take the Texas examinations. Most of the statistical information was provided by the state regulatory agencies administering the examinations, although in some cases national agencies and special studies supplied the data. Thirteen professional areas are covered: architecture, certified public accountancy, dentistry, dental hygiene, engineering, law, medicine, nursing, optometry, pharmacy, physical therapy, psychology, and veterinary medicine. In each case the study results are summarized and some data provided in tables. (MSE)

Gambino, Anthony J.

Planning and Control in Higher Education.

National Association of Accountants, New York, N.Y.
Report No.-NAA-79111
Pub Date-79
Note-122p.; May be marginally legible due to some small print
Available from-National Association of Accountants, 919 Third Avenue, New York, NY 10022
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Personnel, *Budgeting, Decision Making, *Educational Finance, *Higher Education, *Institutional Administration, Interviews, Literature Reviews, *Management Systems, Money Management, National Surveys, Resource Allocations, *School Accounting, Statewide Planning
Identifiers-School Business Administrators

Findings are presented of a study begun in 1976 whose purpose was to examine the current and prospective application of management accounting in colleges and universities. The information was obtained through interviews, mail questionnaires and a literature search. The field study and mail survey were designed to serve as the fact-finding devices regarding current practices and also as the means of eliciting the participants' opinions and recommendations regarding possible improvements. The interviews were conducted mainly with business officers. The mail survey list included academic administrators and state-level planners as well. The report was written not only for the business officers, but also for all parties concerned with managerial problems encountered in higher education. The financial decision-making process in colleges and universities is related to the applicable management accounting approaches, both as they are used presently and as they might be used with respect to some typical unresolved problems. In this context, several techniques are discussed and illustrated, including the applicable techniques that have been successfully employed by business enterprises and the techniques that have been developed and implemented by some educational institutions. (Author/MSE)

ED 169 869 HE 011 267

Stedman, Jim

Reauthorization of the Higher Education Act by the 96th Congress Selected Issues.

Library of Congress, Washington, D.C. Congressional Research Service.
Report No.-CRS-79-88-EPW
Pub Date-16 Mar 79
Note-55p.
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education, Black Colleges, Cheating, College Choice, Construction Programs, Cost Effectiveness, Educational Finance, Educational Problems, Facility Expansion, *Federal Aid, *Federal Legislation, *Federal Programs, *Higher Education, Postsecondary Education, Private Colleges, Program Planning, Social Problems, *Student Financial Aid, *Student Loan Programs
Identifiers-Institutional Aids, Legal Analysis

Selected issues to be considered by the 96th Congress regarding the Higher Education Act reauthorization are examined. Recently funded at approximately $5 billion, the programs of this legislation serve over 3 million students through financial assistance and nearly the full range of traditional higher education institutions and many proprietary vocational/technical schools. The primary focus of the Higher Education Act is student assistance, which accounts for some 94 percent of the funds appropriated for the Act. Focus in this report is on four student aid-related issues: consolidation, coordination and simplification of the aid programs; the financing of higher education through loans; impact on students' access to higher education and choice among institutions; and the extent of fraud, abuse and waste in these programs. Institutional aid-related issues are discussed briefly with attention paid to such topics as the need for construction support and the Federal support of traditionally black institutions. (Author/LBH)

ED 169 870 HE 011 269

Chase, Clinton I. Keene, John M., Jr.

Validity of Student Ratings of Faculty. Indiana Studies in Higher Education, Number Forty.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
Pub Date-79
Note-14p.
Available from-Bureau of Evaluative Studies and Testing, Division of Research and Development, Indiana University, Bloomington, Indiana 47401
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Correlation, Evaluation Methods, Faculty Evaluation, *Failure Factors, Higher Education, Institutional Research, Questionnaires, Rating Scales, Research Projects, Student Characteristics, Student Evaluation, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, *Success Factors, *Validity

A study using two types of analyses to examine the validity of student ratings of faculty is described. The first analysis examined faculty ratings in terms of how high-achieving sections of courses rate their instructors in contrast with how low-achieving sections rate their instructors to determine if those teachers who advance their students the farthest receive higher ratings than those teachers whose classes do not advance as far. The results on the total scores of the rating scales showed high-achieving sections of courses reporting stronger ratings for their instructors than was true of low-achieving sections. The second analysis identified high achievers as those students who did better than they were predicted to do, and low achievers were those students who did worse than they were predicted to do. This analysis focused on individual student achievement. On individual items and on total scale scores high achievers provided more substantial ratings than did low achievers. It is suggested that if the circumstances in a class lead a student into achieving better than is predicted, that student may rate the instructor higher than the student who achieves below expectation. It is suggested that the validity of the evaluation procedure is demonstrated through these analyses. (BH)

ED 169 871 HE 011 270

Lytle, Michael Allen

A Conceptual Typology of the Role of the University Attorney.

Pub Date-Apr 79

Note-25p.

Pub Type- Opinion Papers (120) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization, *Administrator Role, Chief Administrators, *College Administration, Educational Administration, Higher Education, *Lawyers, Organizational Theories, *Role Conflict, *Staff Utilization, *Typology

The role and function of the university attorney in relation to educational policy-making, administrative science, and institutional decision-making warrants investigation due to an increase in concern for legislation and litigation in higher education that parallels an increase in the systematic study of higher education. Through a social psychological approach, the function of the university attorney is investigated and a conceptual typology is presented that diagrams key variables (autonomy, organizational hierarchy, advocate role, counselor role) that influence the role of an attorney. Differing views of the role of the university attorney as advocate and as counselor are presented. Further research is recommended to fully understand the role of the university attorney. (BH)

Altbach, Philip G.
Comparative Higher Education. Research Trends and Biblicgraphy.
Pub Date-79
Note-206p.
Available from-Mansell Publishing, 3 Bloomsbury Place, London WC1A 2QA, England (11.80 pounds)
Pub Type- Books (010) - Reference Materials - Bibliographies (131) - Historical Materials (060)
Document Not Available from EDRS.
Descriptors-Activism, Articulation (Program), College Faculty, College Planning, *College Role, *Comparative Education, Developing Nations, Educational History, Educational Philosophy, *Educational Research, Essays, *Foreign Countries, Governance, *Higher Education, Models, *Postsecondary Education As a Field of Study, School Community Relationship, Trend Analysis, Universities
Identifiers-Academic Planning

Consisting of an essay and a bibliography, this book provides a discussion of the origins and development of comparative higher education as a field of study, an interpretation of the key issues in higher education as they affect different countries, and a select list of significant contributions to the literature on the subject. The essay begins with an account of the emergence of comparative higher education as an academic subject, and a note of some of the key resources available, such as journals and centers for research. The relationship between universities in different countries is examined, focusing on the transfer of institutional models from one nation to another. The largest part of the essay is an analysis of six key areas of comparative higher education: planning in higher education, the professoriate, governance, university-society relations, student activism, and higher education in the Third World. A final section deals with university reform. The bibliography provides an overview of the subject and a guide for further research. It is a selective list of the most important analytical literature currently available on comparative higher education, together with some key references on higher education in individual nations. (Author/LBH)

ED 169 873 HE 011 305

Gappa, Judith M. Uehling, Barbara S.

Women in Academe: Steps to Greater Equality. AAHE-ERIC/Higher Education Research Report No. 1, 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-97p.
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)
Pub Type- Books (010) - Information Analysis (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Characteristics, Affirmative Action, Civil Rights, *College Faculty, College Role, *College Students, Educational Policy, Equal Education, *Equal Opportunities (Jobs), *Females, *Higher Education, *Sex Discrimination, Socialization, Women Professors, Womens Studies
Identifiers-Faculty College Relationship, Information Analysis Products, Single Sex Colleges

A review of current research and literature about women in higher education is presented in this monograph in the context of equality of opportunity. The following areas are addressed: the status of women students, institutional practices that affect the participation of women students, the socialization process, women's studies and women's colleges, women faculty and administrators, academic careers, legislation pertaining to the rights of women in higher education and current enforcement efforts, and recommendations for the future to achieve greater equality. The research indicates that there have been and continue to be powerful constraints affecting the participation of women; the status of women as students and employees is still not equal to that of men. Reasons for the discriminatory situation are documented and examined, although there are limitations in the information provided by available research. Recommendations consist of five steps that institutions, agencies, and organizations can take to increase the

participation of women in higher education. A bibliography is included. (SW)

ED 169 874 HE 011 306

Shulman, Carol Herrnstadt

Old Expectations, New Realities: The Academic Profession Revisited. AAHE-ERIC/Higher Education Research Report No. 2, 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-58p.

Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)

Pub Type- Books (010) - Information Analysis (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Freedom, Collective Bargaining, *College Faculty, Educational Finance, Educational History, Educational Policy, Employment Opportunities, Faculty Mobility, Financial Problems, Governance, *Higher Education, Models, Researchers, Teacher Motivation, *Teacher Role, Teacher Welfare, Tenure, Trend Analysis

Identifiers-*Compensation (Remuneration), *Faculty College Relationship, Information Analysis Products

The historical background and characteristics of the academic model, on which modern academic life is based, are presented in this monograph, and changing conditions in higher education that call for reevaluation of the academic model are examined. The model originated with the rise of the university system in the late nineteenth century, which established the faculty's role as researcher and scholar first and teacher second. In the 1970's enrollment and financial problems point up crucial flaws in this model. With the declining job market, faculty job mobility decreased. The impact of the Ph.D. surplus is addressed. A review of the academic reward system for faculty includes: (1) a description of faculty activities and preferences; (2) an analysis of how academic rewards serve faculty needs; and (3) a discussion of efforts to refocus the reward system away from research to teaching. Current conditions in higher education have also resulted in a loss of faculty autonomy, and centralized decision-making and greater reliance on irregular faculty appointments have occurred. Collective bargaining is an option faculty may select to try to improve their position. A bibliography is included. (SW)

ED 169 875 HE 011 307

Caruthers, J. Kent Orwig, Melvin

Budgeting in Higher Education. AAHE-ERIC/Higher Education Research Report No. 3, 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-110p.
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)
Pub Type- Books (010) - Information Analysis (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Budgeting, College Administration, Decision Making, Economic Factors, *Educational Finance, Educational History, *Financial Policy, *Higher Education, Organizational Theories, Political Influences, Postsecondary Education, *Resource Allocations, *School Funds, Trend Analysis
Identifiers-Formula Budgeting, Incremental Budgeting, Information Analysis Products, Performance Budgeting, Planning Programming Budgeting Systems, Zero Base Budgeting

Budgeting and budget planning in higher education are considered, and the long-standing debate concerning whether budgeting is largely a technical or a political exercise is reviewed in this monograph. The roles of various participants in the budgeting process and the form of their participation, with emphasis on centralization of authority in the budgetary process, are analyzed, and the problem of equity, or allocation of similar resources for similar needs, is explained. The roles of various types of information, particularly that pertaining to the costs and outcomes of the educational experience in budgetary decision-making, and the burdens of information reporting are discussed. The heritage of current budget-planning approaches in postsecondary education is traced. The approaches to budgeting in private industry and the development of budgeting practice in the public sector during this century are considered. Problems associated with budgeting in postsecondary education and the influence of the business and public-administration approaches are discussed. The following five budget-planning approaches are described in detail: incremental budgeting, formula budgeting, program budgeting, zero-base budgeting, and performance budgeting. An analysis of budgeting roles and responsibilities existing at different organizational levels is presented. Budget-request strategies and budgeting review techniques are considered. Recommendations for further research are offered, and a bibliography is included. (SW)

ED 169 876 HE 011 308

Linney, Thomas J.

Changing Values in Higher Education. AAHE-ERIC/Higher Education Research Currents, April 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Note-5p.

Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)

Pub Type- Information Analysis (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Access to Education, College Students, Educational Policy, Equal Education, *Federal Aid, Financial Support, *Higher Education, *Middle Class College Students, Parental Financial Contribution, Public Opinion, Student Costs, *Student Financial Aid, *Trend Analysis, Values

Identifiers-Information Analysis Products, *Need Analysis (Student Financial Aid)

Current issues concerning changing values in higher education in relationship to existing programs and policies are considered. The following questions are addressed: Is there a middle income squeeze? Is there evidence of decreasing rates of participation among middle-income families in higher education? Is there evidence of substantial decreases in parental support? If so, what are the consequences and implications for higher education? Studies are cited which both support and disclaim the existence of financial pressures on middle-income families affecting their participation in higher education. Another consideration relevant to participation rates of middle-income families is the availability of student financial aid. New federal programs are expanding student assistance to more families in middle-income levels. Federal policy continues to call for equal access and provides for income distribution that supports a pluralistic system of higher education. It is projected that there will be a continued shifting of the burden of financing higher education from individuals to the federal and state governments. This represents a changing value toward higher education. (SW)

ED 169 877 HE 011 309

Shulman, Carol Herrnstadt

Revamping Core Curricula. AAHE-ERIC/Higher Education Research Currents, May 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Note-5p.
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum, *Core Curriculum, *Curriculum Development, *Educational Change, Educational Objectives, Educational Trends, *General Education, Higher Education, Interdisciplinary Approach, Liberal Arts, Literature Reviews, *Trend Analysis, *Undergraduate Study
Identifiers-Information Analysis Products

The core curriculum concept and reasons behind the current momentum for curricular reform are examined, and the issues involved in institutionalizing new core curricular ideas are exemplified. Reform follows from changes in the character of undergraduate education toward less restrictive, more diffuse requirements in the area of general education and increased time spent in major fields of study. General education and the idea of liberal arts are discussed. Core courses are shown to be interdisciplinary or multidisciplinary, and educational goals are more concerned with learning processes than with content. Core curriculum programs at Austin College, Harvard University, Pacific Lutheran University, and Saint Joseph's College are described briefly. (SW)

IR

ED 169 878 IR 006 188

Smith, Alfred G. And Others

Volunteer Ascertainment Panels.

Texas Univ., Austin. Center for Communication Research.

Spons Agency-Corporation for Public Broadcasting, Washington, D.C.

Pub Date-27 Jan 77

Note-92p.; For related documents, see IR 006 184-190; Tables on pages 38-59 removed due to legibility

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Community Responsibility, *Community Surveys, Consumer Economics, Federal Government, Government Role, Guidelines, Interviews, *Needs Assessment, Programing (Broadcast), *Public Opinion, *Public Television, Race Relations, *Research Methodology, *Volunteers

Identifiers-Federal Communications Commission

A pilot study was conducted of a model needs assessment procedure developed in response to new FCC regulations requiring noncommercial broadcasters to ascertain the needs, problems, and interests of their communities. The needs assessment procedure, conducted largely by volunteers, was implemented in three stages: (1) a telephone survey of the Austin and San Antonio, Texas communities, (2) a smaller telephone survey of 30 community leaders in each city, and (3) a personal meeting between station managers and community leaders who represented volunteer ascertainment panels. The surveys produced information concerning the diversity of perceptions of community needs and the relation of television to the needs. Characteristics of poll respondents were compared with census data to check validity. Generally, the panelists supported the findings of the survey. Better economic conditions, planning for growth, and better relations between the races were the three areas for improvement cited most in the surveys and panel discussions. The report discussed several possible problems that could stem from ascertainment requirements for noncommercial broadcasters. Appendices include the assessment procedure questionnaires in English and Spanish, and summarize the community survey results. (CMV)

ED 169 879 IR 006 509

Serials Manual, L. S. U. Library.
Louisiana State Univ., Baton Rouge. Library.
Pub Date-77
Note-108p.; Appendices not available due to legibility
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Charts, Glossaries, Letters (Alphabet), Library Acquisition, Library Expenditures, Library Material Selection, *Policy, *Recordkeeping, Records (Forms), *Serials, *University Libraries

Prepared by staff members of the Louisiana State University (LSU) Library, this comprehensive serials manual covers virtually all the policies and procedures except cataloging rules that are necessary to decide to acquire a certain serial title and to follow that title through to the bound state. A glossary of terms used in the document precedes the major topics presented, which include budget, serials selection responsibility, selection procedure, subscription placement, renewals, serials orders other than subscriptions, subscription cancellations, serials record, receipt and checking-in procedures, and binding procedures. (JD)

ED 169 880 IR 006 529

The Chicago Public Library Annual Report, 1969-1976.

Chicago Public Library, Ill.

Note-135p.; Seven separate reports for 1969-1976; Not available in hard copy due to marginal reproducibility of photographs
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administration, *Branch Libraries, Facilities, Grants, Interagency Cooperation, Library Expenditures, *Library Programs, *Library Services, *Outreach Programs, *Public Libraries, Regional Libraries
Identifiers-*Chicago

These annual reports summarize the events and activities of a seven year period which saw the establishment of 11 new branch libraries and a regional library center, as well as a neighborhood library center which buses in elementary school classes, and a library and information center in a predominantly Spanish speaking neighborhood. In addition to renovation of the facilities of the central library, the Reference Department was reorganized, an Information Center combining telephone and in-person reference services was established, and the Humanities Department was expanded. A pilot project testing multimedia devices was conducted in a branch library, and preliminary plans were made for using broadcast media. Cooperative activities included the development of reading and study centers established in high rise projects with the cooperation of the Chicago Housing Authority, an inter-library cooperation system with the North Suburb Library System, bilingual centers for Spanish speaking communities established in cooperation with the Board of Education, and an educational program of independent study operated jointly with City Colleges of Chicago. Outreach programs were a major concern throughout this period. Special events for the Bicentennial, other special programs, and additional services are also summarized in these reports. Each report contains a financial statement, statistical report, and a list of the Board of Directors and Administrative Officers. (MBR)

ED 169 881 IR 006 772

Little, Robert D.

Uses and Users of Library Statistics of the National Center for Education Statistics.

Indiana State Univ., Terre Haute. Dept. of Library Science.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-77
Note-27p.; Appendices not included due to legibility of original
Pub Type- Historical Materials (060) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Letters (Correspondence), Libraries, Library Research, Library Surveys, Statistics, *Use Studies
Identifiers-Federal Agencies, *Library Statistics, *National Center for Education Statistics

The study, prepared for the Learning Resources Branch (LRB) of the National Center for Education Statistics (NCES), includes a brief history of library statistical programs of the Office of Education and the National NCES, 1870-1978; the uses of library statistics by the Office of Libraries and Learning Resources (OLLR) of the Office of Education (OE)/HEW; the cooperation of NCES with other federal agencies and libraries, such as the National Commission on Libraries and Information Science, the Federal Library Committee of the Library of Congress, the National Commission on New Technological Uses of Copyrighted Works and the Copyright Office, the National Library of Medicine, the National Agricultural Library, the Department of Interior, and the Department of State; the cooperation with national library organizations and associations; other users and uses of NCES library data; and conclusions and recommendations, which provide support for the information collected by NCES and suggest surveys that NCES should conduct at various intervals. Appendices contain copies of correspondence from users mentioned in the report, the UNESCO recommendations regarding publishing and library statistics, and survey instruments used for college and university libraries and public libraries. (Author/JD)

ED 169 882 IR 006 820

Lissit, Robert And Others

Summary of Findings and Recommendations on Federal Audiovisual Activities.

Spons Agency-Office of Telecommunications Policy, Washington, D.C.
Pub Date-Apr 78
Contract-TP7AC019
Note-86p.
Available from-The National Telecommunications and Information Administration, 1800 G Street, N.W., Room 760, Washington, D.C. 20006 (Free)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrative Agencies, Audiovisual Aids, *Audiovisual Programs, *Expenditures, *Facility Inventory, *Federal Government, Film Production, Media Technology, Training, Videotape Recordings

At the direction of President Carter, a year-long study of government audiovisual programs was conducted out of the Office of Telecommunications Policy in the Executive Office of the President. The programs in 16 departments and independent agencies, and the departments of the Army, Navy, and Air Force have been reviewed to identify the scope of the government effort, determine whether there is any inefficiency and, if so, to devise ways of improving the situation. The review included personal interviews, visits to government production facilities, budget analyses, film screenings, and videotape showings. Projects and facilities were examined on the basis of written justifications, clearance procedures, procurement systems, utilization, costs, distribution, and evaluation procedures. This summary of the project presents an analysis of the data collected, lists equipment and facilities for the various departments, and recommends processes and procedures for efficient operation of audiovisual activities. Reports from the Departments of Agriculture; Commerce; Defense; Energy; Health, Education, and Welfare; Housing and Urban Development; Interior; Justice; Labor; State; Transportation; and Treasury and from ACTION; Agency for International Development; General Services Administration; and the National Aeronautics and Space Administration are available from the National Telecommunications and Information Administration. (Author/RAO)

ED 169 883 IR 006 996

A Guide to the Client Assessment Package.

NTS Research Corp., Durham, N.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Contract-400-76-0166
Note-96p.; Some appendices may not reproduce clearly due to small print size
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Assessment, Educational Improvement, Electronic Data Processing, Information Processing, *Information Services, Instructional Aids, Needs Assessment, *Questionnaires
Identifiers-*Client Assessment Package

This guide provides users of the Client Assessment Package (CAP) a system of forms for recording the process of seeking and using information and assistance for educational improvement with definitions, operational procedures, and instructions necessary to complete the forms accurately. The purposes of CAP are threefold: to help develop an efficient system for gathering data concerning educational information services; to process client data efficiently so that programmatic changes can be based on timely client feedback; and to identify the significant interrelationships among individual, organizational, informational, and service variables in order to improve program efforts. CAP provides the basis for recording client requests for information and assistance in five machine-readable forms: (1) service form, (2) process form, (3) linker form, (4) immediate feedback form, and (5) client assessment form. Tabulations of CAP data, designed to supplement present information service assessment procedures, will include client and request descriptions, as well as the extent of satisfaction with, and utilization of, services. A sample Client Assessment Package, identification numbers, glossary of terms, and an example using CAP are appended. (CWM)

Standards for Libraries Within Regional Library Systems in Saskatchewan.
Saskatchewan Library Association, Regina.
Pub Date-78
Note-33p.
Available from-Saskatchewan Library Association, Wapiti Regional Library, 145-12 Street, East, Prince Albert, Saskatchewan S6V 1B7 ($5.00 per copy)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Background, Libraries, Library Collections, Library Facilities, *Library Networks, Library Role, *Library Services, Personnel, *Regional Programs, Rural Population, Tables (Data)
Identifiers-*Saskatchewan

These quantitative standards for the delivery of library services to a dispersed population, which were developed by the Saskatchewan Library Association, are based on the decentralized delivery of library services backed up by the centralized provision of technical services, resource people, and special collections in Saskatchewan. The roles of university, college, and special, public, school, and the Provincial Library are briefly noted. Methodologies for standards development are discussed, as well as general standards for library service in sparsely populated areas and standards for organization of a province-wide library system, including functions, branch libraries within the system, personnel, quantitative standards for book, periodical, and non-print collections, facilities, and services. Recommendations for standards for collection development, technical services and automation, buildings for small branches, staff training, and audiovisuals are also included. (MBR)

ED 169 885 IR 007 030

Wood, R. Kent

A Status Report on Levels of Library and Information Services of Utah Libraries.

Pub Date-Apr 79
Note-44p.; Paper prepared for the Utah Governor's Conference on Library and Information Services (Salt Lake City, Utah, April 9-11, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Libraries, Bibliographies, Information Services, *Library Role, Library Services, Literature Reviews, Needs, *Public Libraries, *School Libraries, *Special Libraries, Tables (Data)
Identifiers-*Utah

While much progress has been made since the creation of the Utah State Library Commission more than two decades ago, much more remains to be done to improve library and information services in the state. There is a critical need in school media centers for professionally trained library personnel where non-professionals may now be substituting, and many school media programs are not rated high enough to receive sufficient funds for adequate programming. There is little effort to hire adequate library media supervisors at the district level. In the public libraries, there is a movement to provide services on a pay as you go basis, ignoring the right of free information access. Services are hampered by lack of county wide library systems. Public relations and awareness programs are needed, and standards for certification of public librarians are non-existent. Urban localities are receiving the best services while rural areas are lacking. Academic libraries require more funding, facility space, and professional personnel, to function as libraries and learning resource centers. Resource surveys of special libraries are needed. Improved indexing and cataloging practices are also needed to provide access and networking with other libraries, as well as improved bibliographic and information utilization instruction, and innovative practices to improve traditional and non-traditional library services. (MBR)

ED 169 886 IR 007 073

A Plan for Application of Communications Satellites in Education (Special Education Satellite Project). The Final Report/Proposal. Technical and Cost Proposals.

Council for Exceptional Children, Reston, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Mar 78
Contract-400-77-0110
Note-416p.; Appendix E and pages of other appendices are not included due to illegibility; For related documents, see IR 007 075; ED 167 182
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Communication Satellites, Federal Legislation, Government Role, *Handicapped Children, National Surveys, Needs Assessment, Personnel, Program Administration, *Program Costs, *Program Planning, *Program Proposals, *Special Education, Special Services, Telecommunication

This project was concerned with the utilization of communications satellites to assist in the implementation of P.L. 94-142, which deals with discrimination against the handicapped and provision of public education for handicapped children. The results of a national survey on personnel development needs of state education agencies are reported; responses to a questionnaire assessing the need for satellite-delivered programming in special education are considered; and the rationale, objectives, target states, and target populations for initial delivery efforts in three program areas technical assistance, direct service to gifted and talented students, and community awareness/parent education are outlined. A work breakdown structure, a narrative of work, a PERT diagram, a project framework, and position descriptions for all program, technical, and management areas are provided. Appendices include letters of support, a bibliography, and a glossary. (Author/CMV)

ED 169 887 IR 007 075

O'Connell, William K.
Planning for Applications of Communications Satellites in Education.
American Dietetic Association, Chicago, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Mar 78
Contract-400-77-0106
Note-234p.; For related documents, see IR 007 073; ED 167 182; Legibility of tables varies throughout this document
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Communication Satellites, Delivery Systems, *Dietitians, *Educational Development, Government Role, Instructional Programs, Needs Assessment, Networks, *Professional Continuing Education, *Program Descriptions, Questionnaires, Research, Surveys, Tables (Data), Telecommunication

This report of a project to develop and test a prototype system for the delivery of continuing education (CE) to two defined target groups of registered dietitians includes user needs, alternative approaches, the operational plan, the management plan, and personnel. Major tasks involved in the project are described: (1) development, implementation, and evaluation of 36 competency-based CE programs; (2) progression toward an operational communication satellite system; (3) utilization of networks for the necessary communication satellites through institutional relationships already initiated; (4) establishment of a program advisory committee to determine appropriate content areas for CE delivery; and (5) marketing consultation from satellite business systems. Appendices include Delphi process participants, STARDATE questionnaires, Focus Group instrument survey on CE needs, assumptions and sources used for cost analysis, satellite footprint maps, STARDATE project description, assessment of interpersonal skills, earth station site maps for experimental areas, and letters of support. (CMV)

Tatsuoka, Kikumi K. And Others
Attitudes and Performance of Military Students in Computer-Based Technical Training (Part A) Illinois Univ., Urbana. Computer-Based Education Lab.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-MTC-R-23
Pub Date-Jan 78
Contract-DAHC-15-73-C-0077
Note-52p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Gains, Analysis of Variance, *Computer Assisted Instruction, *Computer Programs, Evaluation, Factor Analysis, Military Training, Questionnaires, *Student Attitudes, *Teacher Attitudes, Technical Education
Identifiers-*PLATO IV

A series of analyses were made to relate attitudinal and achievement outcomes in an assessment of student achievement and of student and instructor attitudes, made by the U.S. Air Force Human Resources Laboratory (AFHRL) and the Air Training Command (ATC) as part of their joint Service Test of the PLATO IV system at Chanute Air Force Base. Data were collected on students and instructors in three treatment conditions: (1) instruction with the PLATO-Based Training System on the content of the common course segment; (2) instruction with several of the PLATO lessons, with the same material presented via conventional classroom lecture methods; and (3) no PLATO instruction. Achievement data were collected and pre- and post-tests, and attitude data were collected in one instructor and two student questionnaires. Analyses indicated that students' positive perception of effectiveness in PLATO lessons was associated with better achievement gains, and frustration and stress of learning led to less favorable achievement. Positive attitudes of instructors toward the PLATO lessons had a favorable effect on the students. (CMV)

ED 169 889 IR 007 125

Academic Library Development Program: Report of the Self-Study.

Wisconsin Univ. - Parkside, Kenosha. Univ. Libraries.
Pub Date-Oct 78
Note-187p.; Appendices contain occasional light and broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Libraries, *Evaluation Methods, *Institutional Research, *Library Administration, Library Expenditures, Library Planning, Organizational Communication, Organizational Development, Organizational Effectiveness

This final report of a management self-study based on the Academic Library Development Program, which was conducted at the University of Wisconsin-Parkside Library/Learning Center, presents study team and task force reports and cites specific issues and recommendations. Data for the study were collected through interviews and questionnaires. Examination of task force reports and study team documents discern concerns of major importance for improved operation of the Library/Learning Center. Concerns regarding management issues involve communications and reevaluation of objectives in the area of planning and policy-making; staff involvement in budgeting, purchasing, and accounting issues; and improvement of formal communications. Personnel concerns involve supervision of specific staff positions, staff development, and morale. The maintenance of collection and equipment, along with collection development procedures, are urgent concerns in the area of service. A variety of specific problems, involving both supervision and morale, were discovered in the Technical Services Division. Important issues in the Media Services Division involve the integration of the division into a larger unit, the need for a policy manual, and increased support for the division. Survey and data collection materials are appended. (CWM)

ED 169 890 IR 007 127

Bibliographic Instruction Program.
Wisconsin Univ. - Parkside, Kenosha. Univ. Libraries.
Pub Date-78
Note-56p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Faculty, Community, Course Objectives, Educational Needs, *Educational Objectives, Instructional Programs, *Library Instruction, Library Programs, *Library Skills, Personnel, Program Evaluation, Students, *University Libraries

This document presents individual program and instruction objectives for students, faculty, community residents, and staff involved in the bibliographic instruction program at the Library/Learning Center of the University of Wisconsin-Parkside. A basic responsibility of the Library/Learning Center is to instruct the university community in the effective identification and use of information resources relevant to its needs and interests. Instructional objectives have been developed for each community group based upon the special needs of the group as identified or perceived by the library staff. Written objectives developed to identify the skills to be taught and objectives for each user community have been divided into levels of instruction based upon user sophistication. Currently, there are seven methods or programs of bibliographic instruction: (1) orientation slide/tape, (2) printed guides, (3) basic library skills workbook, (4) advanced workbook, (5) course-integration, (6) English 100, and (7) discovering research for college-bound high school students. Evaluation of the programs is carried out through informal discussion, formal evaluation forms, and a skills test to evaluate learning. Cost and budgetary information (pages 65-69) is not included. (Author/CWM)

ED 169 891 IR 007 128

Canadiana: Canada's National Bibliography: Description and Guide.

National Library of Canada, Ottawa (Ontario).
Pub Date-78
Note-53p.
Language-English; French
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Background, *Bibliographies, *Information Dissemination, *Information Networks, *National Programs, Program Descriptions, Publications
Identifiers-*Canada, *Canadiana, National Bibliographies

This guide to the national bibliography of Canada includes works published in and about Canada, works by Canadian authors, and federal, provincial, and municipal government publications. Canadiana'' became operational in 1951 when bibliographic citations to monographs and serials were listed. As resources became available, more information and more types of materials were listed. Most recently, automation has been instituted. Brief discussions are provided of the purpose of the bibliography and its content, exclusions, and arrangement, including treatment and inclusions by material type monographs, theses in microform, serials and monographic series, pamphlets, sound recordings, films, filmstrips, and videotapes, and Canadian government publications. Classification and cataloging procedures and a discussion of future directions are included, as well as a chronology of Canadiana inclusions since its inception in 1950 through 1978. Both English and the French versions are provided. (MBR)

ED 169 892 IR 007 130

Coons, Bill, Comp.

A Compilation of Master Theses and Doctoral Dissertations Specific and/or Related to, and Having as Their Main or Partial Content, the Biological, Social, Political and Economic Aspects of the Forest Preserve and Adirondack Region of New York State.

SUNY Coll. of Environmental Science and Forestry, Syracuse, N.Y.
Pub Date-25 Jan 79
Note-16p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Doctoral Theses, Ecology, *Environmental Research, Forestry, *Masters Theses, Wildlife Management
Identifiers-*Adirondack Mountains, *New York

This bibliography lists theses and dissertations completed between 1917 and 1978 by graduate degree candidates at the SUNY College of Environmental Science and Forestry. The majority of these works deal with environmental sciences research in the fields of forestry, ecology, and wildlife, and include some consideration of the political, economic, and social aspects of the New York State Forest Preserve and Adirondack Region. The 146 citations are listed alphabetically by author's name within three categories: (1) those which mention a geographical area or political unit within the Adirondacks or the word Adirondack(s) in the title of the work; (2) those which do not mention a locality in the title but which indicate by their content that they are specific to the region; and (3) those which are related but not specific to the Adirondacks and the Forest Preserve. Availability information is provided. (Author/MBR)

ED 169 893 IR 007 134

Data Systems of the National Center for Health Statistics.

National Center for Health Statistics (DHEW), Rockville, Md.
Report No.-DHEW-PHS-79-1247
Pub Date-Jan 79
Note-55p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (622-857 615)
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Data Collection, Data Processing, Health Services, *Information Dissemination, *Information Services, Information

Sources, Information Utilization, *National Surveys, Physical Health,
*Public Health, Questionnaires, Statistical Data

This brief, semi-technical handbook describes the various data systems of the National Center for Health Statistics (NCHS) with summaries of background, purpose and scope, sample design, data collection procedures, questionnaire content, data release, and data uses for individual NCHS surveys. NCHS operates a diverse survey and inventory program that encompasses its legislative authorization to collect statistics on (1) the extent and nature of illness and disability of the population of the United States; (2) the impact of illness and disability of the population on the economy of the United States and on other aspects of the well-being of its population; (3) health resources; (4) utilization of health care; (5) health care costs and financing; and (6) family formation, growth, and dissolution. This summary is intended to serve the needs of visitors to the NCHS, as well as those of others at the federal, state, and local levels who need to understand the structure and scope of its programs. (Author/CWM)

ED 169 894 IR 007 135

Ready, Sandra K.

Development of a Self Instructional Course for Library Orientation at Mankato State University.

Pub Date-Dec 78
Note-163p.; Masters Thesis, Mankato State University; Parts may not reproduce due to small type size and broken type
Pub Type- Dissertations/Thesis (040) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Audiovisual Aids, Autoinstructional Aids, Field Studies, *Independent Study, *Instructional Materials, *Library Instruction, Library Programs, *Library Skills, Program Design, *Program Development, *Program Planning, Research Skills

The purpose of this study was to design, construct, and evaluate a self-instructional program of study for basic bibliographic research skills at Mankato State University Memorial Library, allowing for flexibility of time scheduling and previously acquired library skills. An existing syllabus for teaching the use of media resources and services at Mankato State University was divided into six distinct instructional units: (1) general introduction; (2) classification of materials and using the card catalog; (3) reference materials; (4) indexes, abstracts, and periodical materials; (5) United States Government Publications; and (6) special collections. Self instructional materials for each unit were written and produced. A pilot study was run to test informally the self-instructional materials to determine their general effectiveness when used as a sequenced course, and also as individual units out of sequence and independent from one another. Although involving a small number of students, the pilot study demonstrated that the materials could be used both as self-instructional packages and as independent units in large group presentations to teach library skills. The packages could be used either in a predetermined sequence, or in random order, with equal success. The program packages appended include scripts for self-instructional slide/tape presentations; however, nonprint materials are not included in ERIC. (Author/CWM)

ED 169 895 IR 007 138

Dosa, Marta

Environmental Information Resources for a Course.

Pub Date-74

Note-20p.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Books, *Course Content, *Environment, *Information Sources, *Library Education, Periodicals, *Reference Materials, *Resource Guides

An outline for a library science course in environmental information is provided, as well as selected information sources and reference materials. The outline includes historical and philosophical perspectives, information users and behavior, information resources, institutions and individuals as information producers, information systems and processes, and international information exchange. The selected bibliography lists monographs, journal articles, reference works, indexing and abstracting publications, current awareness services, review series, yearbooks and annuals, retrospective bibliographies, and directories of institutions. (MBR)

ED 169 896 IR 007 145

Information Services on Research in Progress: A Worldwide Inventory. Final Report.

Smithsonian Institution, Washington, D.C. Science Information Exchange.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Science Information.
Pub Date-Jul 78
Contract-NSF-DSI-76-17229
Note-444p.
Language-English; French
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Data Bases, *Directories, Global Approach, *Information Services, Information Systems, *International Programs, National Programs, *Research Projects, State of the Art Reviews

This international directory of existing information systems and services on ongoing research includes descriptions of planned systems and services, those under development, and those which are fully operational, as well as several institutional initiatives which represent innovative approaches to the field. Data collection for the inventory was organized through the UNISIST Programme of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Smithsonian Science Information Exchange (SSIE). The directory is organized in three principal parts. In the first part a narrative overview combines an examination of the contents of the inventory with a selective review of the available literature on the state of the art. The second part contains profiles of the individual systems and services identified as a result of the UNISIST/SSIE data collection. The final part consists of four indexes to the system and service profiles: (1) organization and system names; (2) acronyms; (3) names of individuals responsible; and (4) subject areas covered. (Author/CWM)

ED 169 897 IR 007 166

School Library Resources, Textbooks, and Other Instructional Materials. Title II, ESEA. Strengthening Instruction in Science, Mathematics, Foreign Languages, and the Humanities and Arts; Title III, NDEA. Fifth Annual Report.

Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
Pub Date-69
Note-58p.; Some tables are minimally legible due to small type size; Reprint from: The Federal-State Partnership for Education; For related documents, see IR 007 166-171, IR 007 180-183 and ED 082 382, ED 086 215
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, Grants, *Instructional Improvement, *Instructional Materials, *Library Materials, Media Selection, Program Coordination, Program Evaluation, School Libraries, Standards, State Programs, Tables (Data), Textbooks
Identifiers-*Elementary Secondary Education Act Title II, *National Defense Education Act Title II, National Defense Education Act Title III

Two federal educational programs are covered in this annual report for FY 1969: Title II of the Elementary and Secondary Education Act and Title III of the National Defense Education Act. The first report describes how the 50 states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Department of the Interior (operating schools for Indian children) utilized Title II funds for the improvement of educational quality and opportunity through increased school library resources, textbooks, and other instructional materials. Also covered are staffing patterns for the first three years of the program, special purpose grants, participation of private school children and teachers, program coordination, accessibility of loaned materials, management activity, school media personnel, staff development, selection of materials, standards for instructional materials, and program evaluation. The second report describes the use of Title III funds to strengthen instruction in science, mathematics, foreign languages, and the humanities and arts through the purchase of equipment and materials, minor remodeling, and through state supervisory and related services. Major topics include priorities, program coordination, adequacy of equipment and reimbursement, improved instructional patterns and teaching techniques, curriculum improvement, student achievement, and program evaluation. (JD)

School Library Resources, Textbooks and Other Instructional Materials: Title II, ESEA Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
Pub Date-70
Note-56p.; Best copy available; Some tables are minimally legible due to small size type; Reprint from: State Departments of Education and Federal Programs; For related documents, see IR 007 166-171, IR 007 180-183 and ED 082 382, ED 086 215
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Educational Needs, *Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, Grants, Instructional Improvement, *Instructional Materials, *Library Materials, Media Selection, Program Coordination, Program Evaluation, School Libraries, Staff Improvement, Standards, State Programs, Tables (Data), Textbooks
Identifiers-*Elementary Secondary Education Act Title II, *National Defense Education Act Title III

Annual reports of two federal education programs for FY 1970 comprise this document: Title II of the Elementary and Secondary Education Act and Title III of the National Defense Education Act. Both reports describe how the 50 states, the District of Columbia, Puerto Rico, Guam, American Samoa, the Virgin Islands, the Trust Territory of the Pacific Islands, the Department of the Interior (for schools operated by its Bureau of Indian Affairs), and the Department of Defense (for overseas dependents' schools) utilized their program funds. Areas covered in the first report include standards for instructional materials, selection of materials, effect on curriculum and teaching methods, special-purpose grants, special programs, program evaluation, state and local needs for instructional materials and management, improved management techniques, accessibility of loaned materials, coordination with other programs, participation by private school teachers and children, and staffing and staff development. The major sections of the second report delineate state education agency services to local education agencies, priorities, coordination with other programs, reimbursement and adequacy of equipment and materials, evidence of improved instruction (instructional patterns/techniques, curriculum, student achievement), evaluation, and data on fund sources and expenditures. Both reports provide supportive statistics. (JD)

ED 169 899 IR 007 168

School Library Resources, Textbooks, and Other Instructional Materials: Title II, ESEA. Annual Report, 1971.

Office of Education (DHEW), Washington, D.C.
Pub Date-71
Note-100p.; Some tables are minimally legible due to small print size; Appendix removed; For related documents, see IR 007 166-IR 007 171, 180-183 and ED 086 215
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Needs, *Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, *Instructional Materials, *Library Materials, Manpower Needs, Program Administration, Program Development, Program Evaluation, School Libraries, Tables (Data), Textbooks
Identifiers-*Elementary Secondary Education Act Title II, Right To Read

Based on the financial and narrative reports submitted by the States and other areas to the U.S. Office of Education, this annual report describes the operation of the Elementary and Secondary Education Act Title II Program (ESEA Title II) in FY 1971 in the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, the Trust Territory of the Pacific Islands, and areas under the jurisdiction of the Bureau of Indian Affairs. The financial reports show expenditures for state administrative functions and local education agency expenditures for the acquisition of school library resources, textbooks, and other instructional materials; these figures reflect for the first time the effects of the provision enabling the carry-over of funds into a succeeding fiscal year. The narrative reports describe management practices in the administration of the program, developments and accomplishments of the program in support of curriculum and instruction, including contributions to The Right To Read Program and services to private school children and teachers, and critical needs still existing. Six tables provide supportive statistics. (Author/JD)

ED 169 900 IR 007 169

School Library Resources, Textbooks, and Other Instructional Materials: Title II, ESEA. Annual Report, 1973.

Office of Education (DHEW), Washington, D.C.

Pub Date-73

Note-105p.; For related documents, see IR 007 166-171, IR 007 180-183 and ED 086 215; Tables and part of text marginally legible due to print quality

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Needs, *Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, *Instructional Materials, *Library Materials, Manpower Needs, Program Administration, Program Development, Program Evaluation, School Libraries, Tables (Data), Textbooks

Identifiers-*Elementary Secondary Education Act Title II, Right To Read

Based on the narrative reports submitted to the U.S. Office of Education, this annual report describes the operation of the Elementary and Secondary Education Act Title II Program (ESEA Title II) in FY 1973 in the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, the Trust Territory of the Pacific Islands, and areas under the jurisdiction of the Bureau of Indian Affairs. The narrative reports describe management practices in the administration of the program, developments and accomplishments of the program in support of curriculum and instruction, including its commitment to The Right to Read Program and services to private school children and teachers, and the critical needs still existing. Six tables provide statistics on expenditures, grants, and the number of State Department of Education personnel assigned to the program for the fiscal years 1966-1972. (JD)

ED 169 901 IR 007 170

School Library Resources, Textbooks, and Other Instructional Materials: Title II, ESEA. Strengthening Instruction in the Academic Subjects: Title III, NDEA. Annual Report, 1974.

Office of Education (DHEW), Washington, D.C.
Pub Date-74
Note-162p.; Some tables are minimally legible due to small type size; For related documents, see IR 007 166-171, IR 007 180-183 and ED 082 382, ED 086 215 and ED 101 467
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Education, Bibliographies, Educational Objectives, *Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, *Instructional Improvement, *Instructional Materials, Library Materials, Program Administration, Records (Forms), School Libraries, Tables (Data), Textbooks
Identifiers-*Elementary Secondary Education Act Title II, *National Defense Education Act Title III

This document contains the annual reports for two federal educational programs: Title II of the Elementary and Secondary Education Act (ESEA Title II) for FY 1974 and Title III of the National Defense Education Act (NDEA Title III) for FY 1973 and 1974. Derived from annual reports which were submitted by state educational agencies and other jurisdictions to the U.S. Office of Education, each report consists of a financial status report, showing expenditures by category during the previous fiscal year, and a performance report, which provides a comparison of actual accomplishments to established goals, supplies some statistical information, gives reasons why established goals could not be met, and other pertinent information. A bibliography of publications on the ESEA Title II Program and the financial status and performance report forms used in both programs for FY 1974 are included. Seventeen tables supply statistics for the ESEA Title II program relating to funds, number of professionals assigned, number of teachers and children participating, expenditures for school library resources, textbooks, and other instructional materials; ten tables provide similar statistics for the NDEA Title III program, including equipment expenditures in its seven academic areas and loans granted during the fiscal year. (Author/JD)

ED 169 902 IR 007 171

School Library Resources, Textbooks, and Other Instructional Materials. Title II, ESEA: Strengthening Instruction in the Academic Subjects: Title III, NDEA. Annual Report, 1975.

Office of Education (DHEW), Washington, D.C.
Pub Date-75
Note-93p.; Some budgeting and financial information has been omitted (various pages missing); For related documents, see IR 007 166-170, IR 007 180-183 and ED 082 382, ED 086 215
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Objectives, *Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, *Instructional Improvement, *Instructional Materials, *Library Materials, Program Administration, School Libraries, Tables (Data), Textbooks
Identifiers-*Elementary Secondary Education Act Title II, *National Defense Education Act Title III

Annual reports of two federal educational programs for FY 1975 comprise this document: Title II of the Elementary and Secondary Education Act (ESEA Title II) and Title III of the National Defense Education Act (NDEA TITLE III). Compiled from the performance and financial reports submitted by state educational agencies to the U.S. Office of Education, the first report includes both narrative and statistical data and provides a comparison of actual accomplishments to established goals, reasons for slippage where established goals were not met, and other pertinent information. Examples from the states and areas cited to illustrate various topics covered by the report are arranged by the geographic regions (Northeast, Southeast, Upper Midwest, Mid-Continent, Western). No data tables are provided. Compiled in the same manner as the Title II report, the NDEA Title III report describes the general and specific objectives of states for the implementation of the program, management activities undertaken to achieve those objectives, and the relative success met. The report also discusses the cumulative impact of NDEA Title III on education and describes loans to private and nonprivate elementary and secondary schools. Tables include data on expenditures for FY 1959-1975, as well as those for specific subject areas for FY 1975. (Author/JD)

ED 169 903 IR 007 172

Mahar, Mary Helen, Ed.

School Library Supervision in Large Cities. Circular No. 775.

Office of Education (DHEW), Washington, D.C.

Pub Date-66

Note-87p.; Proceedings of a Conference under the auspices of the U.S. Department of Health, Education and Welfare, Office of Education (Washington, D.C., September 23-25, 1964); Footnotes marginally legible due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. FS 5.215:15055, $.50)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Conferences, Culturally Disadvantaged, Disadvantaged Youth, Educational Problems, Elementary Secondary Education, Financial Support, Gifted, Guidelines, Library Materials, Library Services, *School Libraries, *Supervision, *Urban Areas, Urban Education

Papers contributed by the conferees and members of the staff of the Office of Education are organized into seven subject areas: (1) problems of urban education and school library services; (2) interrelating curriculum and school library supervision in large cities; (3) school library services for culturally deprived children and youth in large cities; (4) school library services for gifted children and youth in large cities; (5) provision of school library personnel in large cities; (6) financial support for school libraries in large cities; and (7) guidelines for action. Specific urban areas used as examples in some of the papers include New York City, Pittsburgh, Los Angeles, and Philadelphia. Participants in this conference included personnel from the boards of education of the public school systems of the 20 largest cities; school library supervisors, school administrators, and curriculum directors from 16 of these cities; six state school library supervisors; and the president and executive secretary of the American Association of School Librarians. A list of their names and addresses is appended. (JD)

ED 169 904 IR 007 173

Orvik, James M. And Others

The Social and Behavioral Effects of Broadcast Television on Previously Untouched Audiences. Final Report.

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Aug 78

Note-133p.; See Appendices A and B for list of measures and conditions for obtaining data sets

Available from-Data Bank, Alaska Television Study, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska 99701 (For copies of coded raw data)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Alaska Natives, *Commercial Television, Communication Satellites, *Cross Cultural Studies, Educational Television, Research Methodology, *Rural Population, *Social Influences, Television Research, *Television Viewing

This study, conducted prior to the installation of daily prime-time television programming in areas of rural Alaska previously without commercial television service, was designed to provide a foundation of pre-television baseline data against which to measure the social and behavioral effects of television on this multicultural population. Background for understanding the nature of the study is provided by a brief discussion of the distribution of racial groups in rural Alaska and an outline of the distribution of access to commercial and public television. The conceptual model for the research was designed to anticipate the most likely areas that might be changed through the influence of television and consisted of three components (1) active influences of programming content on the individual viewer, (2) replacive influences of the act of television viewing on the social characteristics of the community, and (3) holistic influences by which active and replacive influences combine to restructure the viewer's relationship with the social and physical environment. Data gathered through observation and a battery of tests were entered into the files in the format of the Statistical Package for the Social Sciences (SPSS). Findings are discussed, and a detailed TV Study Codebook for these data is appended. A bibliography is included. (RAO)

ED 169 905 IR 007 176

Sewell, Winifred

Study of Federal Library/Information Service Staffing as Affected by Classification and Qualification Standards.

Federal Library Committee, Washington, D.C.

Pub Date-78

Note-77p.; Legibility varies; Appendix A removed due to small type size

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Change Strategies, Classification, Employment Problems, *Employment Qualifications, Federal Regulation, Futures (of Society), *Government Employees, *Government Libraries, *Information Services, Job Analysis, Labor Standards, *Librarians, Professional Personnel, Research

In order to effectively change the Civil Service Commission qualification and classification standards for Librarian and Technical Information Services professional positions, these standards must be examined with regard to current conditions as well as future developments in technology and socioeconomic and political trends that will affect staffing. A totally new approach to staffing guidelines is needed because of the increased importance of the information as a resource and management tool and the continuing expansion and rapid change in technology. Each library/information center function must be examined as it is covered in the present standards and as it has changed and will develop in the future. Based on these evaluations, it is recommended that the definition of librarianship/information service be broadened, and that the two separate professional series be combined since the reasons for their former separation are no longer valid. In addition, there should be continuously updated hierarchies to allow for a combination of subject and function education and experience. The precision of a match between the job and applicant would be increased through the use of sophisticated information handling techniques. A panel of information professionals would monitor classification/qualification actions and administer the guidelines. (Author/CWM)

ED 169 906 IR 007 178

Study Skills Related to Library Use: A K-12 Curriculum Guide for Teachers and Librarians.

Hawaii State Dept. of Education, Honolulu.
Pub Date-Jun 78
Note-231p.; Legibility varies due to use of colored paper in the original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, *Curriculum Planning, *Educational Resources, *Elementary Schools, Kindergarten, Librarians, Library Guides, *Library Skills, *School Libraries, *Secondary Schools, Study Skills, Teachers

This general curriculum guide identifies certain skills students in kindergarten through grade 12 need to become independent in the use of informational resources, and provides a sequenced continuum of library study skills to be taught systematically, with examples of objectives, activities, resources, and evaluation methods. Since this is a planning document for school administrators, teachers, and librarians, each school will need to plan an articulated curriculum based on this guide in order to meet its own needs. The major areas covered include identification, selection, and location of a variety of resources, use and application of resources, and the production and appreciation of resources. Part one of the guide covers the sequential development of study skills related to library use and the relationship of the instructional objectives to state performance expectations. Part two presents instructional objectives, suggested activities, suggested resources, and evaluation methods for library skills development at the primary, upper elementary, intermediate, and high school levels. The appendix lists available resources for teaching library skills.

(Author/CWM)

ED 169 907 IR 007 180

School Library Resources, Textbooks, and Other Instructional Materials: Title II, ESEA. First Annual Report, 1966.

Office of Education (DHEW), Washington, D.C.
Pub Date-67
Note-106p.; For related documents, see IR 007 166-171, IR 007 180-183 and ED 086 215; Not available in hard copy due to marginal legibility
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. FS 5.220:20108)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Demonstration Centers, *Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, Grants, Handicapped Children, Inservice Programs, *Instructional Materials, *Library Materials, Program Coordination, School Libraries, Standards, State Programs, Tables (Data), Textbooks
Identifiers-*Elementary Secondary Education Act Title II

Title II of the Elementary and Secondary Education Act of 1965 (ESEA Title II) provides direct federal assistance for the acquisition of school library resources, textbooks, and other instructional materials. It is a state plan program: the state plan is the contract/agreement which the U.S. Office of Education negotiates with a state or eligible outlying area for the operation of a program designed to acquire materials for use by public and private elementary and secondary school children and teachers. Funds are allotted to each state on the basis of the proportion of students, from the total in all the states, it has enrolled in its schools. The first annual report of ESEA Title II programs describes how the fifty states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands utilized their funds in FY 1966, when $100 million was appropriated. Areas covered in the report include state plans approved, children and teachers participating, funds expended, instructional materials made available, and state and local educational programs strengthened; state programs for strengthening instruction through improved resources, demonstration centers, and special-purpose grants are also described. Eighteen tables present data on materials and their related costs, broken down by region, state or area, and per student per state. Supplementary tabulated data on audiovisual materials acquired under the 1966 programs are appended. (Author/JD)

ED 169 908 IR 007 181

School Library Resources, Textbooks, and Other Instructional Materials: Title II, ESEA. Second Annual Report, 1967.

Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 69

Note-70p.; Some tables are minimally legible due to small print size; Appendices are not included; For related documents see IR 007 166-171, IR 007 180-183 and ED 086 215

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-20108-67)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, Grants, Handicapped Children, Inservice Programs, *Instructional Materials, *Library Materials, Program Coordination, School Libraries, Standards, State Programs, Tables (Data), Textbooks

Identifiers-*Elementary Secondary Education Act Title II

The second annual compilation and analysis of data on Title II of the Elementary and Secondary Education Act (ESEA Title II), this report describes how the 50 states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Department of the Interior (for children and teachers in schools operated for Indian children) utilized funds from the program in FY 1967 for the improvement of educational quality and opportunity through increased school library resources, textbooks, and other instructional materials. Three aspects are presented: (1) a financial report, showing expenditures by category; (2) a statistical report, providing data on personnel of the state education agencies and the Department of the Interior, children and teachers participating in the Title II program, and materials acquired; and (3) a narrative report, summarizing and evaluating the program, describing achievements made possible through Title II, and identifying problems. Some supplementary data from 30 states on special-purpose grants projects funded under ESEA Title II are included. Five amendments to the original title, provided by Public Law 89-750 are explained. (Author/JD)

ED 169 909 IR 007 182

School Library Resources, Textbooks, and Other Instructional Materials: Title II, ESEA. Third Annual Report, 1968.

Office of Education (DHEW), Washington, D.C.

Pub Date-71
Note-105p.; Some tables are minimally legible due to small print size; Appendix not included; For related documents, see IR 007 166-171, IR 007 180-183 and ED 086 215
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:20108-68)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Programs, Elementary Secondary Education, Expenditures, *Federal Programs, Grants, Handicapped Children, *Instructional Materials, *Library Materials, Program Coordination, School Libraries, Staff Improvement, Standards, State Programs, Tables (Data), Textbooks
Identifiers-*Elementary Secondary Education Act Title II

The third annual compilation and analysis of data on Title II of the Elementary and Secondary Education Act (ESEA Title II), this report describes how the 50 states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Bureau of Indian Affairs of the U.S. Department of the Interior utilized Title II funds in FY 1968 for the improvement of educational quality and opportunity through increased school library resources, textbooks, and other instructional materials. It consists of three parts: (1) a financial report, showing expenditures by category; (2) a statistical report, providing data on personnel of the state education agencies and the Bureau of Indian Affairs, children and teachers participating in the Title II program, and materials acquired; and (3) a narrative report, summarizing and evaluating the program, describing achievements made possible by the program, and identifying problems. In addition, some supplementary data obtained from 30 states on special-purpose grants projects funded under ESEA Title II are included. (Author/JD)

ED 169 910 IR 007 184

Caskey, Jefferson

Use of Government Documents in Small and Medium-Sized Kentucky Libraries and Future Utilization Prospects.

Western Kentucky Univ., Bowling Green. Dept. of Library Science and Instructional Media.

Pub Date-78

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Depository Libraries, *Government Publications, *Knowledge Level, *Librarians, Library Acquisition, Library Education, Library Expenditures, Library Materials, *Library Research, Library Surveys, *Public Libraries, Use Studies

Identifiers-*Kentucky

Public library use and librarians' knowledge of access to government documents were assessed through a survey of 108 participating public libraries in Kentucky in preparation for a one-day workshop providing instruction in government documents. Response rate was 43 percent. Community needs were determined by classification of the particular library's town on the basis of population, and nine survey items were selected to test the general knowledge of librarians on specific publications and terms; results indicated that a large percentage were not familiar with government publications and document sources of bibliographic information. One third of the libraries had never included government documents in their acquisitions program, and a simple majority had never visited the documents section at a depository library, indicating little awareness of government documents. Despite financial constraints, a majority agreed that money could be allocated for documents. The survey documented the need to provide for continuing education for public librarians in Kentucky. (CWM)

ED 169 911 IR 007 185

Gillham, Cindy, Comp.
YA Program Sourcebook.
Michigan Library Association, Lansing.
Pub Date-78
Note-28p.
Available from-Michigan Library Association, 226 W. Washtenaw, Lansing, Michigan 48933 ($2.00)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Information Sources, *Library Programs, Program Development, *Program Evaluation, Program Planning, Public Libraries, Recreational Programs, Resource Materials, Teenagers, *Young Adults, Youth Programs

A list of five publications providing ideas for programs is followed by descriptions of 24 library programs for young adults which have been carried out at public libraries in Michigan. The type of program, age group, preparation, program description, evaluation, and a contact person at the library are included for each. (CWM)

ED 169 912 IR 007 197

Computer Manual.
Illinois State Office of Education, Springfield.
Pub Date-78
Note-84p.; Not available in hard copy due to print quality of original document
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computers, *Computer Science, Flow Charts, Guides, *Instructional Aids, Instructional Materials, Linear Programing, *Programing Languages

This manual designed to provide the teacher with methods of understanding the computer and its potential in the classroom includes four units with exercises and an answer sheet. Unit 1 covers computer fundamentals, the mini computer, programming languages, an introduction to BASIC, and control instructions. Variable names and constants described in Unit 2 include the LET instruction, GO TO statement, IF THEN statement, and INPUT instruction. READ and DATA statements, summing and counting, functions, and the FOR and NEXT statements are covered in Unit 3, while Unit 4 includes defining a function DEF, subscripted variables, subroutines GOSUB, and graphing TAB function. Control commands, error messages, editing, and flow charting are described in the appendices, as well as the ``mailbox analogy,'' which

illustrates the operation of the digital computer. (JEG)

ED 169 913 IR 007 198

Criteria for Selecting Instructional Materials for Nutrition Education.
Education Service Center Region 17, Lubbock, Tex.
Spons Agency-Texas Education Agency, Austin.
Pub Date-Feb 79
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Check Lists, *Criteria, *Evaluation Criteria, Health Programs, *Instructional Materials, *Media Selection, *Nutrition Instruction, Public Schools

Criteria developed to assist educators in their selection of instructional materials in nutrition education are presented in question format in seven categories. This technique is used both to avoid an authoritative approach and to stimulate indepth thinking as the user selects materials based on his or her own needs, keeping in mind that no one item can meet total criteria, and also that criteria are both subjective and objective. Cautions are given to help prevent certain pitfalls in selecting appropriate materials, and a rating chart is provided for ease in making the final decision on using the materials. This project was funded by the Texas Education Agency and developed by the Education Service Center guided by consultants, including a nutrition supervisor, a dietitian, physical education and health education teachers, a parent, a former science teacher at the secondary level now a health instructor at the university level, an administrator, a public school director of health and physical education, and a materials specialist. (Author/JEG)

ED 169 914 IR 007 199

Zimmerlin, Timothy A. And Others
Data Base Descriptors for Electro-Optical Sensor Simulation. Final Report, May 1977 through June 1978.
Technology Service Corp., Santa Monica, Calif.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-86
Pub Date-Feb 79
Contract-F33615-77-C-0049
Note-67p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (671-056/110)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Graphics, Computer Oriented Programs, *Data Bases, Data Processing, Evaluation Methods, Imagery, Laboratory Training, *Media Technology, Military Training, Simulated Environment, *Simulators, Theories
Identifiers-*Electro Optical Sensor

An effort to construct a model of the thermal properties of materials based on theoretical thermo-electromagnetic models, to construct a data base of the dense cultural hospital scene according to Defense Mapping Agency Aerospace Center (DMAAC) specifications, and to design and implement a program to evaluate the tonal model and generate imagery of the scene, resulted in (1) a realistic tonal model for the simulation of passive sensor imagery of complex cultural scenes, (2) the generation of imagery from a scene constructed according to the DMAAC specifications, and (3) an assessment of the resultant diurnal and seasonal imagery, as well as the relationship between the model data requirements and the resources of the data base. Determination of what information is required of the scene, its environment, and the sensor, and generation of realistic imagery from it so that the imagery using lesser amounts of data could be generated for various user applications was the approach taken. This would make possible an assessment of the impact on the data base for a given application and level of detail in the imagery. The work reported was all directed toward generating images of the hospital scene, which is one of 16 different scenes in the Air Force Human Resources Laboratory (AFHRL) Seasonal Sensor Handbook and would be useful for tactical or training purposes. (Author/JEG)

ED 169 915 IR 007 201

Hartley, James

Designing Instructional Text.

Pub Date-78
Note-125p.
Available from-Nichols Publishing Company, Post Office Box 96, New York, New York 10024 ($17.95)
Pub Type- Books (010) - Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-*Design Needs, *Instructional Materials, Instructional Media, *Layout (Publications), Media Selection, *Textbook Preparation, Textbook Research, Textbooks

General guidelines for the writers of instructional materials are provided, with emphasis on clarity in the presentation of textual information and related graphic aids. Some basic points about typographic planning are presented for typographers and printers, as well as writers, and it is suggested that some typographic practices may actually hinder rather than help users of the text. Examples of instructional text in their original state and then in revised versions illustrate the points made. More general issues discussed include the functions of illustrations, tabular materials and the like, and various alternatives to conventional prose for instructional text are proposed. More specialized issues, i.e., lecture handouts, bibliographies, indexes, and reference materials, are also discussed, as well as the problems of evaluating instructional text. A brief annotated bibliography is provided. (Author/JVP)

ED 169 916 IR 007 202

Knerr, Bruce W. Nawrocki, Leon H.

Development and Evaluation of an Adaptive Computerized Training System (ACTS). R&D Report 78-1.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Pub Date-Sep 78
Contract-DAHC-19-74-C-0027; DAHC-19-75-C-0013; DAHC-19-76-C-0019
Note-44p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Artificial Intelligence, *Computer Assisted Instruction, Decision Making Skills, Individualized Instruction, *Job Training, *Military Training, Simulation, *Training Techniques

This report describes the development of a computer based system designed to train electronic troubleshooting procedures. The ACTS uses artificial intelligence techniques to develop models of student and expert troubleshooting behavior as they solve a series of troubleshooting problems on the system. Comparisons of the student and expert models provide the basis for the instructional feedback given to the student. The ACTS also simulates the circuit on which the student is being trained and the process of taking test measurements, so that no actual equipment is required. The rationale behind the ACTS effort, data related to ACTS effectiveness, and future research directions are also discussed. (Author)

ED 169 917 IR 007 203

Moore, M. V. Nawrocki, L. H.

The Educational Effectiveness of Graphic Displays for Computer Assisted Instruction. Final Report.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Report No.-ARI-TR-332

Pub Date-Sep 78

Note-56p.

Pub Type- Information Analysis (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Graphics, Educational Research, *Educational Technology, Instructional Design, Instructional Improvement, *Media Research, Mediation Theory

This report reviews the literature on instructional graphics and implications of the findings in terms of graphic displays for computer assisted instruction. It was concluded that assumptions about the inherent value of graphics for instructional purposes are unsubstantiated by empirical evidence, and the conditions under which the use of graphics may increase instructional effectiveness remain to be determined. Comparisons between alphanumeric and graphic displays and between different graphic representations suggest that future research should systematically explore the use of graphics as a function of task requirements, subject matter content, and learner characteristics. The research also suggests that the interpretation of research outcomes is contingent upon the dependent measures obtained and that particular attention should be given to measures of delayed retention. (Author)

ED 169 918 IR 007 204

Sewell, E. And Others

The Effects of Photo Characteristics Upon Location Determination in a Photogrammetric Facility. Final Report.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; Raytheon Company/Autometric, Wayland, Mass.
Spons Agency-Department of the Army, Washington, D.C. Office of the Assistant Chief of Staff for Intelligence.
Report No.-ARI-TP-346
Pub Date-Oct 78
Contract-DAHC-19-73-C-0031
Note-50p.; Not available in hard copy due to marginal legibility ; Study conducted in collaboration with Human Factors Research, Inc.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Military Training, *Photographs, *Visual Discrimination
Identifiers-*Aerial Photography, Photographic Data Base

The operator of the Army Analytical Photogrammetric Positioning System (APPS) must perform a critical step in the coordinate determination procedure by the subjective comparison of dissimilar images. He must correlate reconnaissance mission imagery with aerotriangulated photographic stereoscopic pairs, known as data base imagery, and visually identify the image position on the data base of a target detected on the mission image. Results obtained from 40 image interpreters performing this task using vertical, oblique, and panoramic mission imagery are given. Two levels of target position difficulty were established: A-points located at terrain or man-made features mutually identifiable on both mission and data base imagery, and B-points remote from terrain or man-made features mutually identifiable on mission and data base imagery. (Author)

ED 169 919 IR 007 205

Theroux, James M.

Effective Educational Radio: An Approach to Analyzing Programs.

Massachusetts Univ., Amherst. Center for International Education.
Pub Date-78
Note-38p.
Available from-Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($2.50 per copy)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acting, Audiences, *Educational Radio, Narration, *Production Techniques, *Program Design, *Programing (Broadcast), Talent Utilization

This overview of current trends in radio program design presents program characteristics which should be considered in the design and production of educational radio programs. A variety of descriptive terms are presented and defined as program variables which can be manipulated to create a desired effect. For each term presented a diagnostic question is proposed, attempting to stimulate producers to inquire about why a given program succeeds or fails. General guidelines are outlined, the use of speakers is discussed, effective studio techniques are defined, and a pedagogical base for program design is presented. (RAO)

ED 169 920 IR 007 206

Middleton, Marino A.

Evaluation of the Satellite Tele-Education Project (S.T.E.P.) in British Columbia.

British Columbia Dept. of Education, Victoria.

Pub Date-Feb 78

Note-74p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication Satellites, Evaluation Criteria, *Formative Evaluation, Interviews, Questionnaires, *Telecommunication

Identifiers-*Distance Education

This report of a formative evaluation of S.T.E.P. provides a description of the data gathering instruments for this multi-discipline/multi-audience project, an explanation of the multi-attribute utility measurement format, and a discussion of the implementation procedures used. Data were collected by questionnaires, interviews, and anecodotal notes. Examples of these questionnaires are given in appendix A, while comments and recommendations, objectives, and results of the utility assessment of recommendations are contained in appendices B through E. (RAO)

ED 169 921 IR 007 208

O'Connor, John E., Ed.

Film and the Humanities.

Rockefeller Foundation, New York, N.Y.

Pub Date-Aug 77

Note-88p.; Working papers of a conference convened by the Rockefeller Foundation's Humanities Program (New York, New York, October 19, 1976); Best copy available

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-American Culture, Anthropology, Documentaries, Film Criticism, Film Production, *Films, *Film Study, History, *Humanities, Literature, *Models, Philosophy, *Program Descriptions

This report on a conference, which brought together representatives of various humanistic disciplines to explore the cross-disciplinary appeal of film study as well as the use of film in stimulating scholarship and teaching, includes a narrative summary of the day's conversations and issues raised, as well as of reprints of articles that suggest different theoretical models that have been applied to film and film use in the humanities. In the first of these, William Arrowsmith presents a rationale for the study of film within the context of a traditional humanities orientation. John E. O'Connor relates film study to the study of history, James C. Curtis and J. Joseph Huthmacher discuss American studies and film, Dean Wilson Hartley presents a primer on literature through film, Jerry H. Gill explores philosophy and film, and Jay Ruby relates the use of film in anthropology. Lists of books and articles relating film study to the humanities are also provided, as well as a guide to organizations and periodicals in this area and general reference aids for locating and evaluating films. (RAO)

ED 169 922 IR 007 209

Stakenas, Robert G. Kaufman, Roger A.

Costs and Effectiveness of Technological Applications in Education: A Literature Review.

Florida State Univ., Tallahassee. Center for Educational Development and Evaluation.

Spons Agency-Florida State Board of Regents, Tallahassee.

Pub Date-Jan 77

Note-90p.; Florida School Finance Study; For related documents, see IR 007 209-211

Pub Type- Information Analysis (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computer Assisted Instruction, *Cost Effectiveness, *Educational Development, Educational Radio, *Educational Technology, Educational Television, *Instructional Design, *Intermode Differences, Program Costs, Programed Instruction, Systems Approach

This study exploring ways in which educational technology might be used to provide better schools for less money focuses on technological applications utilizing instructional radio, instructional television, computer-assisted instruction, computer-managed instruction, and programmed instruction. Based on a review of the literature on the costs and effectiveness of technological applications in education, it was concluded that technological applications (as hard technology) provide useful alternatives to teacher delivered'' instruction, but there is little or no evidence that such alternatives can greatly reduce costs in and of themselves. Present findings suggest that technological applications such as computers and television are solutions to only a limited set of problems. Educational technology (as soft technology) as a problem solving and planning process appears to hold more potential for achieving better schools for less money. This is the first in a series of three reports; the second and third present future'' scenarios on cost reduction for grades K-12, and in higher education. (Author/RAO)

ED 169 923 IR 007 210

Stakenas, Robert G. Kaufman, Roger A.

Educational Technology and Cost Reduction in Higher Education: Five Alternative Futures.

Florida State Univ., Tallahassee. Center for Educational Development and Evaluation.

Spons Agency-Florida State Board of Regents, Tallahassee.

Pub Date-Aug 77

Note-149p.; Florida School Finance Study; For related documents, see IR 007 209-211 ; Best copy available

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Audiovisual Aids, Computer Assisted Instruction, *Cost Effectiveness, *Educational Finance, *Educational Technology, Educational Television, *Futures (of Society), *Higher Education, *Instructional Media, Problem Solving, Resource Allocations

Identifiers-Florida

Scenarios depicting both positive and negative alternative futures were prepared to serve as a source of ideas in this study of ways to improve education with less money. Included in this third volume are (1) a disaster scenario based on piecemeal, reactive solutions; (2) a scenario based on applications of big media''; (3) a scenario based on individualized instruction using little media''; (4) a disaster scenario based on applying instructional hardware without adequate planning; and (5) a success'' scenario based on rational problem solving and the design processes of technology. Scenario preparation led to the identification of questions which should be addressed: Can higher education be made efficient and effective without a reassessment of its goals? Can higher education be improved if it is viewed as a teaching process? How can we determine whether higher education is as effective as it should be? Is it possible to bring about change in higher education? Parameters which can be varied to alter costs were also identified. The first report in this series of three consists of a literature review of the costs and effectiveness of educational technology, and the second presents five scenarios of alternative futures in grades K-12. (Author/RAO)

ED 169 924 IR 007 211

Stakenas, Robert G. Kaufman, Roger A.

K-12. Educational Technology and Basic Education in Florida: Scenarios for Five Alternative Futures.

Florida State Univ., Tallahassee. Center for Educational Development and Evaluation.

Spons Agency-Florida State Board of Regents, Tallahassee.

Pub Date-Jul 77

Note-162p.; Florida School Finance Study; For related documents, see IR 007 209-211.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Audiovisual Aids, Computer Assisted Instruction, *Cost Effectiveness, *Educational Finance, *Educational Technology, Educational Television, *Elementary Secondary Education, *Futures (of Society), *Instructional Media, Problem Solving, Resource Allocations

Scenarios depicting both positive and negative alternative futures were prepared to serve as a source of ideas in this study of ways to achieve better schools for less money. Included are (1) a disaster scenario based on piecemeal, reactive solutions; (2) a scenario based on applications of big media''; (3) a scenario based on individualized instruction using little media''; (4) a history'' of technology failures in education; and (5) a success'' scenario based on rational problem solving and the design processes of educational technology. Scenario preparation led to the identification of questions which should be addressed: Can schooling be made efficient and effective without an assessment of goals? Can education be improved if it is viewed as a teaching process? How can we determine whether schooling is as effective as it should be? Is it possible to bring about change in the schools? Parameters which can be varied to alter educational costs were also identified. This is the second in a series of three reports; the first provides a review of the literature on the costs and effectiveness of educational technology, and the third presents five scenarios on cost reduction in higher education. (Author/RAO)

ED 169 925 IR 007 212

Footsteps: Discussion Guide, Part I: (Programs 1-20).

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-79
Note-231p.; For related documents, see IR 007 212-233 and IR 007 396; Some parts may not reproduce clearly due to dark background
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Paperback No. 9768, $4.95); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, Childhood Interests, Childhood Needs, Child Rearing, Discussion Programs, *Early Childhood, *Educational Television, *Family Life Education, Parent Child Relationship, *Parenthood Education, Preschool Education

This discussion guide coordinates with the first 20 films in a series intended for use by leaders in working with parents, prospective parents, childcare workers, and students of child development within civic groups, church groups, and other community organizations concerned with the welfare of children. It is designed to aid leaders in helping others interpret the film series and apply the messages to their own lives. The core of each film program is a 20 minute drama followed by a summarizing documentary segment. Five families representing distinct backgrounds alternate as the central focus of the dramas. Each unit consists of background information, a bibliography related to the program theme, a parent information sheet, a list of characters in the drama and synopses of both sections of the film, discussion questions related to the major learnings of the film, and discussion questions and related comments designed to help group members relate the program learnings to their own experiences. (Author/JEG)

ED 169 926 IR 007 213

Footsteps: Teacher Manual, Part I (A Guide to Accompany the Curriculum for Programs 1-20).

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-348p.; For related documents, see IR 007 212-233 and IR 007 396; ; Small print may be marginally legible

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Paperback No. 9571, $8.95); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Child Rearing, Discussion Programs, *Early Childhood, *Educational Television, *Family Life Education, Parent Child Relationship, *Parenthood Education, Preschool Education

This teacher's guide is intended to be used as a companion to the student guides covering the first 20 programs in the film series, Footsteps, which focuses on some of the major problems and concerns faced by all prospective parents and parents of young children. The complete curriculum material from the student manual is reproduced in reduced format, and accompanied by a brief introduction to the theme, including suggestions for possible introductory activities; guidelines for the teacher to implement the student guide, additional relevant information, and ideas for teaching the materials; and a bibliography for further reading. While it is possible to implement the written materials as a complete curriculum, it is preferable to use the student guides and film programs together so that the written materials are able to build on the ideas presented in the program and expand on and reinforce them. (JEG)

ED 169 927 IR 007 214

Barry, Sharon And Others

Queen for a Day. Identity: The I's'' Have It. Student Guide Footsteps. Report Number 1.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Interests, Childhood Needs, Child Rearing, Early Childhood, *Educational Television, Family Life Education, *Family Relationship, Parent Child Relationship, *Parenthood Education, *Self Esteem

This student guide for a program focusing on how young children go about defining themselves, how this effort can affect the relationships with other family members, and how parents can ease the process, is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents and future parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 928 IR 007 215

Barry, Sharon And Others

No Comparison. Children's Individuality: A Fact to Celebrate. Student Guide Footsteps. Report Number 2.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-79
Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, Childhood Interests, Childhood Needs, Child Rearing, *Early Childhood, *Educational Television, *Family Life Education, Family Relationship, *Individual Characteristics, Individual Development, *Parent Child Relationship, Parenthood Education, Self Esteem

This student guide for a program concerned with some of the ways in which children differ, and how parents' responses to these differences can help or hinder the child's growth and development, is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents and future parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

Barry, Sharon And Others

The First Signs of April. The Need for Early Stimulation: A Sense of the World. Student Guide Footsteps. Report Number 3.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-79
Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, Childhood Interests, Childhood Needs, Child Rearing, *Early Childhood, *Educational Television, Family Life Education, Guidelines, *Learning Modalities, *Parenthood Education, *Sensory Experience, Sensory Training

This student guide for a program concerned with how children use their senses to learn about the world, and why the first years of life are such a critical time for this exploration, is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

Phinney, Joanna And Others

Two to Get Ready. Preparing for Parenthood: Two Heads are Better Than One. Student Guide Footsteps. Report Number 4.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-79
Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Birth, Child Development, *Child Rearing, Early Childhood, *Educational Television, *Family Life Education, *Parenthood Education, *Psychological Needs, Psychological Patterns

This student guide for a program focusing on the psychological preparation of prospective parents for parenthood is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents and future parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 931 IR 007 218

Barry, Sharon And Others

Who Is Sylvia? Children and TV: Watch It! Student Guide Footsteps. Report Number 5.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-79
Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, Childhood Interests, *Child Rearing, *Early Childhood, *Educational Television, Family Life Education, Learning Modalities, Parent Attitudes, *Parenthood Education, Sensory Experience, *Television Viewing

This student guide for a program exploring both the harmful and helpful aspects of television viewing for children is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

Barry Sharon And Others

And We Were Sad, Remember? Dealing with Death: The Time Is Now. Student Guide Footsteps. Report Number 8.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Interests, *Child Rearing, *Death, Early Childhood, *Educational Television, *Family Life Education, Grief, *Parenthood Education

This student guide for a program concerned with what young children need to know about death and how parents can help them deal with it is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 933 IR 007 220

Phinney, Joanna And Others

Love Me and Leave Me. Attachment and Independence: You Can't Have One without the Other. Student Guide Footsteps. Report Number 7.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Needs, Child Rearing, *Early Childhood, *Educational Television, *Family Life Education, Family Relationship, Fear, *Parent Child Relationship, *Parenthood Education, Security (Psychology), Self Esteem

This student guide for a program focusing on the relationship or bond between parent and child discusses how this bond forms, how it affects the development of the child, why children find it hard to separate from their parents and how they deal with the separation fears, and provides some practical suggestions for making inevitable separations less upsetting for the child. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 934 IR 007 221

Barry, Sharon And Others

Spare the Rod. Discipline: The Long and Short of It. Student Guide Footsteps. Report Number 8.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Needs, *Child Rearing, *Discipline, *Early Childhood, *Educational Television, Family Life Education, *Parent Child Relationship, Parenthood Education, Self Esteem

This student guide for a program on discipline gives some perspective to the subject and some of the different discipline techniques available to parents, as well as guidelines for deciding among the different techniques. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 935 IR 007 222

Barry, Sharon And Others

What's Cookin'? Nutrition: It's Habit-Forming. Student Guide Footsteps. Report Number 9.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, *Childhood Needs, Child Rearing, Early Childhood, *Eating Habits, *Educational Television, Family Life Education, *Nutrition Instruction, *Parenthood Education

This student guide for a program concerned with how young children acquire their food likes and dislikes, their feelings about food, and their patterns of eating, discusses how parents can help their children develop good nutrition habits and provides some basic nutrition information for the whole family. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

Phinney, Joanna And Others
True Blue. Play and Fantasy: The Child's Building Blocks. Student Guide Footsteps. Report Number 10.
Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-79
Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, *Childhood Needs, Child Rearing, *Early Childhood, *Educational Television, Family Life Education, Parent Child Relationship, *Parenthood Education, *Pretend Play, Psychological Needs

This student guide for a program concerned with why children put so much energy into play, what play means to them, and what they learn from it, provides suggestions for what parents can do to encourage and support this important aspect of their children's growth. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 937 IR 007 224

Barry, Sharon And Others

I Love You When You're Good. Loving Children: Getting the Message Across. Student Guide Footsteps. Report Number 11.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Interests, Childhood Needs, *Child Rearing, Early Childhood, *Educational Television, Family Life Education, Family Relationship, *Parent Child Relationship, *Parenthood Education, *Self Esteem

This student guide for a program focusing on how parents influence the development of self-worth and security in children points out that, even when their parents love them, children may be getting a different message, and suggests special things parents can do to help their children feel loved. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 938 IR 007 225

Barry, Sharon And Others

The Secret of Little Ned. Listening to Children: Children Should Be Seen and Heard. Student Guide Footsteps. Report Number 12.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, *Childhood Interests, Childhood Needs, Child Rearing, Early Childhood, *Educational Television, Family Life Education, Family Relationship, *Listening Skills, Parent Child Relationship, *Parenthood Education, *Psychological Needs, Self Esteem

This student guide for a program focusing on listening as a way for parents to get to know their children and show them that they care discusses the different ideas and feelings young children have to talk about, the ways in which they express their concerns, and how parents can hear and respond to both their verbal and nonverbal messages. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 939 IR 007 226

Barry, Sharon And Others

The Accident. Parenting Styles: Avoiding the Extremes. Student Guide Footsteps. Report Number 13.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Interests, *Child Rearing, Early Childhood, *Educational Television, Family Life Education, Family Relationship, *Parent Attitudes, *Parent Child Relationship, *Parenthood Education, Parent Responsibility

This student guide for a program on styles in parenting discusses how attitudes toward childrearing have changed over the past 50 years, how children are affected by some extreme approaches to childrearing, and how a parenting style that is neither overpermissive nor overprotective is most likely to enhance children's growth. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 940 IR 007 227

Phinney, Joanne And Others

New Kid on the Block. Social Skills. Student Guide Footsteps. Report Number 14.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Interests, Child Rearing, *Early Childhood, *Educational Television, Family Life Education, Family Relationship, *Interpersonal Competence, Parent Child Relationship, *Parenthood Education

This student guide for a program concerned with how young children acquire social skills defines social skills and describes some ways that parents can build upon their child's desire to get along with people and learn these skills. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 941 IR 007 228

Phinney, Joanna And Others

The Scratching Pole. Growing Up: Children Do Their Best. Student Guide Footsteps. Report Number 15.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Interests, Childhood Needs, *Child Rearing, *Developmental Tasks, *Early Childhood, *Educational Television, Family Life Education, Family Relationship, Parent Child Relationship, *Parenthood Education, Self Esteem

This student guide for a program focusing on the concept of developmental tasks, and how to interpret children's behaviors in terms of these tasks, is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 942 IR 007 229

Phinney, Joanna And Others

Hairy Scary. Children's Fears: Face Them. Student Guide Footsteps. Report Number 16.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Child Rearing, *Early Childhood, *Educational Television, Family Life Education, *Fear, Parent Child Relationship, *Parenthood Education, Psychological Needs

This student guide for a program concerned with some of the fears young children have, and how their parents can help them cope with these fears, is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 943 IR 007 230

Barry, Sharon And Others

There Comes a Time. Societal Support: We're All in It Together. Student Guide Footsteps. Report Number 17.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Needs, *Child Rearing, Early Childhood, *Educational Television, *Family Life Education, Family Relationship, Parent Child Relationship, *Parenthood Education, *Parent Responsibility

This student guide for a program focusing on things parents need in order to do a good job raising their children and some resources that are available to meet these needs, as well as things that society still needs to do to meet its responsibility to children and parents, is designed around a magazine format to allow maximum flexibility to different groups using the materials. The guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents and future parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

Barry, Sharon And Others

Stacking the Deck. Competence: It's All in Your Mind. Student Guide Footsteps. Report Number 18.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-79
Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, Childhood Interests, Childhood Needs, Child Rearing, *Early Childhood, *Educational Television, Family Life Education, Family Relationship, *Parenthood Education, *Self Esteem

This student guide for a program focusing on how children develop self-confidence or self-doubt and learn whether or not they are competent provides some guidelines and special activities for increasing competence in children. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 945 IR 007 232

Phinney, Joanna And Others

Christinitas. Creativity: A Fresh Look On The World. Student Guide Footsteps. Report Number 19.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date-79

Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available

Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Interests, Childhood Needs, Child Rearing, *Creative Expression, Creativity, *Early Childhood, *Educational Television, Family Life Education, Parent Child Relationship, *Parenthood Education, *Self Expression

This student guide for a program concerned with creativity in its broadest sense focuses on how people of all occupations and ages can think creatively, how children gain the ability to think and act in imaginative ways, and what parents can do to support this growth. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

Phinney, Joanna And Others

I'll Dance At Your Wedding. The Handicapped Child: A Child First. Student Guide Footsteps. Report Number 20.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.
Pub Date-79
Note-17p.; For related documents, see IR 007 212-233 and IR 007 396; Best copy available
Available from-University Park Press, 233 East Redwood Street, Baltimore, Maryland 21202 (Student Guide Kit, one of each program, 1-20, $5.95 per kit); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, Childhood Needs, Child Rearing, *Early Childhood, *Educational Television, Family Life Education, *Handicapped Children, Parent Child Relationship, Parent Education, *Parenthood Education, *Self Esteem

This student guide for a program concerned with the way handicapped children feel about themselves and the way others respond to them provides a brief introduction to the kinds of handicapping conditions, sources of help for handicapped children and their families, and suggestions for ways that parents can meet the special challenge of raising a handicapped child. Designed around a magazine format to allow maximum flexibility to different groups using the materials, the guide is divided into seven sections: (1) an overview of the theme and contents; (2) a summary of the major learnings of the theme; (3) feature articles containing the major content and including practical suggestions for parents; (4) a film review section which includes a synopsis of the accompanying film program and a related discussion question; (5) three activities aimed at both individual and group participation; (6) a selection of field activities, discussion questions, and research topics designed to reinforce the ideas presented in the articles and meet the needs of a wide variety of classroom groups; and (7) a bibliography for further reading on the theme. (Author/JEG)

ED 169 947 IR 007 234

Chang, Y. F. And Others

CS 237 Fortran for Business. Course Guide.

Nebraska Univ., Lincoln. Dept. of Computer Science.
Pub Date-Jan 79
Note-77p.; Not available in hard copy due to marginal print quality
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business, *Business Education, Computer Science Education, Higher Education, Individualized Instruction, *Instructional Materials, *Programing

This guide was prepared for a lectureless two-semester-credit introductory programming course for business students at the University of Nebraska. The guide lays out course objectives, course mechanics, exercises and programming assignments, and describes the SIMPLE program editor and job submission system in use at the university. However, students must rely on a commercially published textbook for information about Fortran syntax. (Author/JVP)

ED 169 948 IR 007 236

Wilke, Jennifer L.

Guidelines for Evaluating Instructional Media. (Film and TV).

Alaska State Dept. of Education, Juneau. Office of Planning and Research.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Nov 78

Note-31p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, *Educational Television, *Evaluation, *Evaluation Criteria, *Instructional Films, Instructional Media, *Worksheets

The guidelines provided are designed to help teachers analyze any visual media product the video or film program or series, as well as any accompanying teacher guides or student workbooks, and determine their value as both learning and teaching resources. Criteria definitions and sample completed evaluation forms are provided together with blank forms for (1) video/film programs, (2) teacher guides, and (3) instructional media program evaluation. A 35-item bibliography on evaluating instructional media is included. (Author/JVP)

ED 169 949 IR 007 239

Cooper, George E. And Others
MOVANAID: An Interactive Aid for Analysis of Movement Capabilities.
Vector Research, Inc., Ann Arbor, Mich.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.-ARI-TP-305
Pub Date-Aug 78
Contract-DAHC-29-74-C-003
Note-75p.; Some figures may not reproduce well due to small type size and/or occasional broken type face
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Programs, Decision Making, *Information Processing, Information Systems, Information Utilization, *Military Science, Transportation

A computer-drive interactive aid for movement analysis, called MOVANAID, has been developed to be of assistance in the performance of certain Army intelligence processing tasks in a tactical environment. It can compute fastest travel times and paths through road networks for military units of various types, as well as fastest times in which simultaneous maneuvers of certain types can be completed. Military situations in which the aid might be useful are discussed, and the manner in which users interact with the aid is described. Details about the analytic basis upon which the aid has been constructed and a discussion of the method used for computer implementation are also given. Possible extensions of the capabilities of the aid are also discussed. (Author/JVP)

ED 169 950 IR 007 240

Gunter, Jonathan Forrest

NFE-TV: Television for Nonformal Education.

Massachusetts Univ., Amherst. Center for International Education.
Pub Date-75
Note-296p.
Available from-Center for International Education, Hills South, University of Massachusetts, Amherst, Massachusetts 01002
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Programs, *Developing Nations, *Educational Development, Educational Objectives, Educational Philosophy, *Educational Television, Educational Trends, Models, *Nonformal Education
Identifiers-Alaska, Colombia, El Salvador

This study develops guidelines for the use of television in nonformal education in developing countries. Its recommendations are based on analysis of three cases of television usage: in the formal educational system in El Salvador, community development in village Alaska, and in nonformal education for parenthood in Bogota, Colombia. A selective review of the literature on nonformal education is followed by discussion of three basic but conflicting approaches for the selection of goals, objectives, and methods. A list of dimensions is developed along which educational television varies, including project context and approach, software, and hardware. The three case studies presented represent a progression in time and in philosophical digression from the traditional concept of educational television. A list of tentative guidelines is submitted as a model for the consideration of designers of subsequent television projects for nonformal education. (Author/CMV)

ED 169 951 IR 007 298

Dosa, Marta L. Ardito-Kirkland, Stephanie

Information in Social Gerontology.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-IR-31
Pub Date-Dec 78
Contract-400-77-0015
Note-54p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($4.25 postpaid)
Pub Type- Information Analysis (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Gerontology, Human Services, *Information Needs, *Information Sources, International Studies, Library Programs, Library Services, *Older Adults, Public Policy, Social Science Research, Social Welfare
Identifiers-Information Analysis Products

The objective of this essay and bibliography is to assist information and library professionals, as well as individuals from other disciplines, to gain some insights into the major themes and issues of social gerontology. The focus is on the role of information and data in gerontological research, public policy, service delivery, and information and library services, with emphasis on individual rather than societal aging. The bibliography is divided into two parts. Part one discusses background issues in social gerontology, including concepts and development, research, public policy, human services and advocacy, and education and training. Part two examines the role of information in social gerontology with emphasis on information for older persons, information for those who work with the elderly, and international issues. This is not primarily an Educational Resources Information Center (ERIC) bibliography, although almost half of the citations are either ERIC documents announced in Resources in Education (RIE) or journal articles reviewed in Current Index to Journals in Education (CIJE). A list of bibliographic sources is included. (Author/CWM)

Barry, Sharon And Others

Footsteps: A Television Series on Parenting. Home Viewer Guide.

Applied Management Sciences, Inc., Silver Spring, Md.; Educational Film Center, Springfield, Va.; Maryland Univ., College Park. Inst. for Child Study.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-200-276-0398

Note-48p.; For related documents, see IR 007 212-233; Best copy available

Available from-University Park Press 233. East Redwood Street, Baltimore Maryland 21202 (No price quoted); Reference Section, National Audiovisual Center, General Services Administration, Washington, D.C. 20409 (Films and tapes only)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Development, Childhood Interests, Child Rearing, *Early Childhood, Educational Programs, *Educational Television, *Family Life Education, Parent Child Relationship, *Parenthood Education, Preschool Education

This guide is designed for use by the home viewer of the television series, Footsteps, which focuses on some of the problems and concerns that all parents of young children face. Each of the 20 sections includes a general discussion of the theme of a television program, as well as some guidelines for coping with the problems discussed, suggested activities to help achieve the objectives of that program, and references for further information on that topic. This series of programs deals with the topics of self-identity, the individuality of children, the need for early stimulation, preparing for parenthood, children and television, dealing with death, attachment and independence, discipline, nutrition, play and fantasy, communicating love to your children, listening to children, parenting styles, social skills, growing up, children's fears, societal support for parents, competence, creativity, and the handicapped child. Additional books and magazines on parenting are listed at the end, as well as books for children to enjoy. This series is also appropriate for use with discussion groups or in a classroom setting, from the junior high level through adult education programs, and a student guide for each program and manuals for teachers and discussion leaders are available. (JEG)

ED 169 953 IR 007 449

Keller, John M. And Others

A Practitioner's Guide to Concepts and Measures of Motivation.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-IR-33
Pub Date-78
Contract-400-77-0015
Note-119p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($6.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, Anxiety, Curiosity, *Educational Attitudes, Locus of Control, *Motivation, *Personality Tests, Psychological Tests, *Student Motivation, Teacher Attitudes
Identifiers-Information Analysis Products

This guidebook was designed to familiarize educational practitioners teachers, developers, counselors, administrators with several concepts of motivation and methods of measuring them. Six concepts, or approaches, that are particularly relevant to understanding motivation in education are considered: achievement motivation, locus of control, curiosity and arousal seeking, anxiety, general academic motivation, and motivation and attitude. For each of these concepts, a brief explanation is provided, together with a summary of principles, some suggestions for applying this knowledge, and descriptions of measurement instruments selected on the basis of their availability and applicability in an educational context. A bibliography is included. (Author/BBM)

ED 169 954 IR 007 520

The NDN in E.R.I.C.: A Piece of the Action.

Area Cooperative Educational Services, New Haven. Connecticut Facilitator Project.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-793p.; Some pages may not reproduce clearly due to print quality
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF05/PC32 Plus Postage.
Descriptors-*Abstracts, *Bibliographic Citations, Demonstration Programs, Diffusion, Educational Innovation, Educational Programs, Elementary Secondary Education, Federal Programs, *Indexes (Locaters), Information Dissemination, Information Sources, Networks, Subject Index Terms
Identifiers-*ERIC, *National Diffusion Network

This primary reference tool provides access to those documents from the National Diffusion Network (NDN) resource pool of both funded and non-funded validated practices which are available through ERIC. A descriptor index, which is cross referenced and arranged alphabetically using commonly accepted educational program and/or practice terminology, lists titles of relevant projects and the page numbers in sections A or B of the directory where the full citation and abstract may be found. Contact persons for the projects are given in a separate alphabetical listing by project title. Journal citations or document abstracts are provided for all documents both directly and indirectly concerned with currently funded (FY 78-79) developer/demonstrator programs/practices, with current Joint Dissemination Review Panel (JDRP) validated projects, and with the workings and/or component parts of NDN. (CWM)

ED 169 955 IR 007 527

Slawsky, Dorothy A., Ed. Brandhorst, Ted, Ed.
A Bibliography of Publications about the Educational Resources Information Center.
ERIC Processing and Reference Facility, Bethesda, Md.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-18p.; Small type may be marginally legible
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Background, Evaluation, *Federal Programs, *Information Centers, *Information Dissemination, Information Systems, Instructional Materials, Microforms, Publications, Search Strategies, Thesauri, Use Studies
Identifiers-*Educational Resources Information Center, ERIC

The result of a comprehensive search for documents about ERIC, this bibliography lists 269 entries which approach ERIC in several different ways, e.g., documents of historical interest in the development of the system; "how to" items designed to initiate the user into the system; user surveys; evaluations of ERIC performance; reports describing particular computer search programs or efforts; ERIC in the context of educational R&D dissemination; reviews of ERIC practices or results; how to teach ERIC; ERIC thesaurus development; how ERIC relates to some subset of the educational community; ERIC and microforms; and ERIC's current attributes, including size and products. Each item was reviewed and screened for suitability; those that were simply news announcements were eliminated, as were items of poor quality, bibliographies based on ERIC accessions but without other relevance, repetitive brochures, and general material on dissemination of educational R&D without significant ERIC connection. Brief annotations are provided as needed to augment the titles, and ED (ERIC Document) and EJ (ERIC Journal) numbers are cited when available. (Author/BBM)

ED 169 956 IR 007 528

Federal Government Printing and Publishing: Policy Issues. Report of the Ad Hoc Advisory Committee on Revision of Title 44.

Congress of the U.S., Washington, D.C.; Joint Committee on Printing, Washington, D.C.

Pub Date-79

Note-125p.; Committee Print; Not available in hard copy due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y 4.P 93/1:P 93/6)

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Policy, Bibliographies, Costs, Depository Libraries, *Government Publications, *Information Dissemination, *Policy Formation, Printing, Technological Advancement

Identifiers-Congress, *Government Printing Office

Designed to present a better understanding of the government's system of printing and distributing information and to highlight problems, alternatives, and important policy questions, this report synthesizes 13 weeks of the Ad Hoc Advisory Committee hearings on six topics: (1) Administration of policy who should establish and administer policy in the generation, production, and dissemination of government information? (2) Federal printing production and procurement program how much centralization of the program is possible/desirable? What is the role of the Government Printing Office (GPO)? (3) Impact of new technology what is the impact on the printing and dissemination system? On organizational structures? On labor? (4) Access to and distribution of government information how accessible should government information be? Who should pay for it? Should it be available in any format? (5) Depository library program what is the role of the program? Is there a benefit to competing suppliers of government information? (6) Pricing of government information how much should it cost the citizen? Should any user be subsidized? Is government information an economic good and/or a social good? The names and addresses of committee members are provided, as well as a 30-page bibliography and the discussion outlines developed by subcommittees for each topic. (Author/JD)

JC

ED 169 957 JC 790 222

Coal Task Force Report on Education and Training.

Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.

Pub Date-Jan 79

Note-219p.; Not available in hard copy due to marginal reproducibility of original document. Materials presented at the National Energy Education, Labor, and Business Conference on Energy-Related Vocational and Technician Training, Employment and Public Energy Awareness (Washington, D.C., January 15-17, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Curriculum, Degrees (Titles), Employment Trends, Enrollment Trends, *Postsecondary Education, Program Costs, Teacher Qualifications, *Vocational Education

Identifiers-*Coal Mining

The current status of coal mining technology training in 25 educational institutions throughout the United States is examined. Surveys of these institutions asked for information related to: (1) name and type of institution; (2) number of years in mining training; (3) type of degree granted; (4) number of students enrolled in underground and surface training from 1968 to 1978 and projected to enroll through 1981; (5) number of graduates and percentages of those placed in mining and related industries; (6) number of full- and part-time instructors and their qualifications with regard to years and types of mining experience; educational background, and certification; and (7) program costs in terms of the college's total investment and student costs. Curriculum information is also provided by each of the responding colleges with the intent to allow institutions with on-going mining programs to make comparisons with programs of other institutions, and to provide institutions contemplating a mining program with an opportunity to review curriculum information of currently operating programs. An appendix contains excerpts from A Manual of Competency Matched Instructional Materials for Developing Coal Mining Curricula.'' (MB)

ED 169 958 JC 790 231

Illinois Public Community Colleges Statewide Occupational Student Follow-Up Study: Final Report of a Three Year Longitudinal Study of Fall 1974 New Students Enrolled in Occupational Programs.

Illinois Community Coll. Board, Springfield.

Pub Date-Feb 79
Note-72p.; Appendix A has been deleted due to irreproducibility of original document
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Graduates, Community Colleges, *Employment Patterns, Enrollment Trends, Graduate Surveys, Job Placement, Job Satisfaction, Job Search Methods, *Junior Colleges, Longitudinal Studies, Occupational Mobility, Participant Satisfaction, Salaries, *State Surveys, *Vocational Education, Vocational Followup
Identifiers-*Illinois, *Student Objectives

A four-year longitudinal study was initiated during fall 1974 of a study sample consisting of all first-time freshmen (N 27,663) in occupational/career programs in 47 Illinois community colleges. Survey results indicated that only 56% of all students enrolled with the intent of preparation for employment in the career area of the program. Many enrolled with short duration objectives that could be met by completing a few courses. Enrollment patterns indicated that 63% of those students who enrolled as full-time students in fall 1974 were still enrolled during fall 1975; continuation rate for part-time students was 46%. Many students did not continue because they had completed their objectives, others withdrew temporarily because of other responsibilities. Of graduates, 84% were employed either full- or part-time. Of all former students, 16% were continuing their education. When asked how they found their present job, 55% reported finding it on their own, 19% continued in a prior job, 11% were assisted by college personnel, and 1.9% successfully used the college placement office. Former students with two to three years of community college education had a median monthly salary which was $216 higher than those with one year or less of college. Approximately 82% of graduates were either ``satisfied'' or ``very satisfied'' with their present job. Data tables outline the results. (MB)

ED 169 959 JC 790 238

Slark, Julie Bateman, Harold

Longitudinal Study of Student Flow and Persistence: Report on Third Phase.

Santa Ana Coll., Calif.
Report No.-RN-79-04
Pub Date-Apr 79
Note-41p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aspiration, Age, Community Colleges, Females, Income, Institutional Research, *Junior Colleges, *Junior College Students, *Longitudinal Studies, Males, Participant Satisfaction, *Persistence, Self Evaluation, *Student Characteristics, *Student Mobility
Identifiers-Stopouts

This is the third report of the longitudinal study of a sample of 629 students who first enrolled at Santa Ana College in fall 1977. Included are descriptive data gathered from the third set of questionnaires completed by returning and non-returning students in fall 1978 and demographic data obtained from the college's records. Third phase data are compared to that of the first and second phases. Findings revealed that, of a sample of entering students, 54% return for a second semester, 34% return for a third semester, and 24% return for a fourth semester. Persisters, in contrast to non-returning students, are more often male, 18 to 19 years of age upon enrolling, full-time students, pursuing an associate of arts degree or transfer credit, making annual incomes over $10,000, and living with their parents. The majority of persisters and non-returning students work full-time. There were no significant differences between the self-ratings of entering, persisting, and non-returning students on numerous abilities. Respondents' ratings of college services and instruction were generally favorable. Reasons most frequently cited for not returning were decided to take a break in my studies'' and completed needed courses.'' Appendices contain student comments and the survey instruments. (Author/MB)

ED 169 960 JC 790 239

Warford, Ann Ritter

Handbook for Community College/Community School Cooperative Relationships: A Case Study of Cooperation in Clackamas County, Oregon.

American Association of Community and Junior Colleges, Washington, D.C. National Center for Community Education.

Pub Date-Jul 78

Note-97p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Role, *College School Cooperation, Community Colleges, *Community Education, *Community Schools, *Community Services, Financial Support, *Junior Colleges, Outreach Programs, Personnel Needs, Program Administration

Identifiers-Oregon (Clackamas County)

The intent of this report is to relate the events that have taken place at Clackamas Community College (CCC) since the beginnings of its community education involvement with the community schools in its district, which have led to the development of successful cooperative relationships that have gained national recognition. The college's first statement of philosophy provided for a broad community services program. Later policies adopted by the Board of Education supported the involvement of the college in the growth of the community schools offering encouragement, leadership, resources, and training whenever possible. In addition to describing CCC involvement in the establishment of nine community schools and in their periods of development, this report outlines the mechanics of cooperative efforts in the following areas: (1) the roles of the community college and the community schools in community education; (2) statements of philosophy; (3) cooperative agreements; (4) organizational charts and job descriptions; (5) staffing models; (6) advisory councils; (7) interest surveys and evaluation procedures; (8) funding; (9) salaries and fee policies; and (10) six components of community education. Illustrations and examples are provided in each section. In addition, the future possibilities of community college/community school cooperation in Clackamas County are explored. (MB)

ED 169 961 JC 790 246

Ortiz, Kenneth K. And Others

Educational Testing and Learning Clinic Year-End Statistical Report. Third Annual Report, 1977-1978.

Orange Coast Coll., Costa Mesa, Calif.
Pub Date- 78
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Auditory Perception, Community Colleges, Diagnostic Teaching, Diagnostic Tests, Individualized Instruction, Intelligence Quotient, *Junior Colleges, *Learning Difficulties, *Learning Laboratories, Memory, Remedial Arithmetic, *Remedial Programs, Remedial Reading, *Student Testing

The open-entry, open-exit'' Educational Testing and Learning Clinic (ETLC) at Orange Coast College uses an extensive battery of tests and individualized remedial programs to identify and correct learning difficulties. The full mean score of the ETLC students on the Wechsler Adult Intelligence Scale was about seven points below the norm, but within normal limits. Reading tests revealed that the ETLC students were functionally literate, with an average reading level between middle fifth and low sixth grade. Spelling and arithmetic tests indicated that in these areas ETLC students were functioning at grade equivalents of 4.4 and 5.5, respectively. In addition, these students had auditory processing, and auditory and visual memory problems that were no doubt related to academic deficiencies. After slightly over five hours of remediation per week for approximately five instructional months statistically significant gains were made in reading (the ETLC groups' word recognition improved 1.2 years, while reading comprehension improved 1.7 years, and word attack skills improved 1.2 years), spelling (the ETLC students made 1.4 years growth), and arithmetic (students made .5 years growth). Enrollment and testing statistics are provided. (MB)

ED 169 962 JC 790 256

Malitz, Gerald S.

Associate Degrees and Other Formal Awards Below the Baccalaureate: Analysis of 6-Year Trends.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.-NCES-78-343

Pub Date-78

Note-18p.; Appendix has been deleted due to irreproducibility; May be marginally legible due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01848-9)

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Associate Degrees, *College Curriculum, *College Graduates, College Majors, Colleges, Community Colleges, Employment Opportunities, *Enrollment Trends, Females, General Education, Junior Colleges, Males, Manpower Needs, *Postsecondary Education, Private Colleges, Technical Education, Vocational Education

Identifiers-*Higher Education General Information Survey

Data based on the Higher Education General Information Survey (HEGIS) for the years 1970-71 through 1975-76 are presented that focus on trends in associate degrees and other formal awards below the baccalaureate. Emphasis is placed on comparable data for curriculum categories and divisions, types of institutional units, and classification of awards. The information is useful in forecasting employment oppurtunities, particularly in relation to the educational and employment status of women, whose enrollments in associate degree programs have been increasing. Degrees and awards requiring less than two years of work are not included, nor are data from non-traditional and non-degree-granting institutions. Highlights include the following: (1) the number of sub-baccalaureate degrees awarded increased by 54.9% in the six-year period studied; (2) although men still outnumbered women among degree recipients, women's representation increased from 42.8% to 46.2% over the six-year period; (3) there was a sharp increase to 48.5% in the number of women receiving degrees in science/engineering curriculums; (4) there was a marked shift for both men and women away from the arts and sciences and general programs toward occupational programs; and (5) the greatest proportion of sub-baccalaureate degrees were earned at two-year public institutions, which showed a 61.2% increase in awards since 1970-71. (MB)

ED 169 963 JC 790 261

Revised Faculty Certification Requirements Alabama State Board of Higher Education, Montgomery.

Pub Date-Feb 78
Note-26p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Business Education Teachers, Degrees (Titles), Distributive Education Teachers, Educational Background, Junior Colleges, State Legislation, *State Standards, *Teacher Certification, Teacher Education Curriculum, *Teacher Promotion, *Teacher Qualifications, Teaching Experience, *Technical Institutes, Trade and Industrial Teachers, Vocational Agriculture Teachers, *Vocational Education Teachers, Work Experience
Identifiers-*Alabama

In order to equalize faculty salaries in Alabama technical and junior colleges, all ranks that were available to junior college teachers were opened to all technical college teachers. To do so, certification standards had to be developed for Ranks II, III, and IV for technical college faculty. This paper contains general instructions for the application of these standards as they relate to: advancement from different ranks, documentation of qualifications, and the approved General Education Cluster and Vocational Education Cluster requirements. In addition, minimum certification requirements are presented for instructors of business and office education, distributive education, agriculture, related subjects, and health occupations; and also for teachers in trade and industrial areas and data processing. The application for certification of technical college/institute instructors is also provided. It contains detailed instructions for completion of all 12 items: personal data; technical college; current certification; occupational work experience; high school diploma/equivalent; postsecondary teaching experience; postsecondary educational experience and degrees, including completion of the Vocational Education and General Education clusters; in-service activities; certification of competency; and verification of accuracy by the applicant and college president. (MB)

ED 169 964 JC 790 262

A Comprehensive Community Educational Needs Assessment Study of the Adult Population of Atlantic and Cape May Counties, New Jersey.

Response Analysis Corp., Princeton, N.J.
Spons Agency-Atlantic Community Coll., Mays Landing, N.J.
Report No.-RAC-4090
Pub Date-Mar 79
Note-96p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education, Adult Characteristics, *Community Characteristics, Community Colleges, *Community Surveys, Demography, *Educational Interest, *Educational Needs, *Junior Colleges, Needs Assessment

In order to identify and assess the unmet post-secondary educational needs and preferences of adults (age 17 or older) residing in Atlantic and Cape May Counties (New Jersey), 750 area adults were selected, using a random-digit sampling technique, and interviewed. Respondents were categorized as belonging to one of five relevant educational market segments: attending Atlantic Community College (N 27); attending another school/college (N 101); not attending, but definitely interested (N 313); not attending, but with limited interest (N 42); or not attending and not interested in attending (N 267). Study findings are presented in the following areas: (1) career and educational aspirations of area adults; (2) specific educational needs and preferences; (3) barriers and problems associated with obtaining more education; (4) time, space, and financial considerations; (5) attitudes and experiences of currently enrolled students; and (6) demographics of repondents. In addition, educational needs, plans, and preferences are projected, and the educational needs of each population segment are analyzed. General findings included that repondents were better educated than the national norm and more positive toward post-secondary education; and that many educational needs are unmet, not because of lack of availability, but because of other factors such as lack of time, conflicting family needs, cost, and lack of information. (MB)

ED 169 965 JC 790 263

Blai, Boris

Educational Outcomes at Harcum Junior College.

Pub Date-79
Note-13p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Educational Assessment, *Educational Objectives, *Evaluation Criteria, *Institutional Research, Job Placement, *Junior Colleges, Participant Satisfaction, Private Colleges, Program Effectiveness, Relevance (Education), School Holding Power, Transfer Programs, Vocational Education
Identifiers-Single Sex Colleges

Much of the institutional research conducted at Harcum Junior College, a private women's college, has focused on measuring the educational outcomes of students in relation to the college's objectives. Past studies have sought to determine how well Harcum prepares transfer curriculum students by analyzing rates of baccalaureate degree attainment, acceptance rates at senior institutions, and academic performance at senior institutions as compared to performance at Harcum. Follow-up studies have been conducted to determine how well graduates have been prepared for employment by looking at rates of immediate successful employment and salaries. Another area of investigation has been the extent to which general and career education have been made compatible, and the extent to which these programs prove relevant to later life activities. Studies of withdrawal rates have revealed consistently high levels of school holding power, and an inquiry into the ability of Harcum graduates to think critically revealed a substantial improvement that was attributable to attending the school. Still another educational outcome of concern relates to student life and their evaluation of their college experience. These studies and others indicate that viewed in terms of the articulation of its graduates into the community, Harcum College has evidenced a record of effective results. (MB)

Odom, John G.

Validation of Techniques Utilized to Maximize Survey Response Rates.

Pub Date-9 Apr 79
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979). Not available in hard copy due to marginal reproducibility of the original document
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Confidentiality, *Letters (Correspondence), *Questionnaires, *Research Design, *Research Methodology, Research Problems, Research Tools, Success Factors, *Surveys

Research has identified a number of effective means of maximizing returns to mailed questionnaires. The accompanying cover letter, the first contact with the potential respondents, may be the most important aspect of the survey. Studies indicate that the most effective cover letters incorporate personalization with an altruistic and/or egoistic appeal which might also include an attitude of contributing to science;'' that letterheads are an important contributor to returns as they appear to carry an official sanction of the research; and that a guarantee of confidentiality and/or anonymity is especially important. Though questionnaire length has been the subject of a great deal of study, it may not be as important as other factors such as neatness and attractiveness, placement of difficult sections of the survey, cover design, clear and meaningful language appropriate to the audience, objective questions, and respondent interest. Follow-up surveys have consistently been used to effectively reduce non-response bias; the inclusion of a duplicate copy or short form of the questionnaire has been used successfully as a part of the follow-up procedure. Based upon these findings, three separate surveys of college freshmen, dental school deans, and behavioral scientists were designed using the same basic procedures. Response rates for each were in excess of 80%. (AYC)

Mangano, Joseph A. Corrado, Thomas J.

Meeting Academic Success Needs of Re-Entry Adults. Final Report.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.
Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.
Pub Date-Dec 78
Grant-VEA-78-457-PS
Note-47p.
Pub Type- Reports - Research (143) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Students, Ancillary Services, College Curriculum, Community Colleges, *Educational Needs, Females, Individual Development, Junior Colleges, *Junior College Students, Males, *Nontraditional Students, State Surveys, Student Attitudes, Student College Relationship, *Student Needs, Taxonomy, Teacher Attitudes, Teaching Techniques
Identifiers-*Reentry Students

To assess the relative importance of selected educational needs for adult students in New York's two-year colleges, samples of faculty/staff, younger (17-24) traditional college students, and older (25＋ years) re-entry adult students were administered the Survey of Student Needs, a 75-item questionnaire tapping the following five facets of the collegiate experience: academic survival skills, personal development, instructional patterns, curricular services, and support services. Chi-square analyses indicated several major trends. High priority items for re-entry adults included evening and weekend classes and registration, life-experience credit, and vocabulary and math skill improvement. Both younger and older students exhibited a strong preference for memory, concentration, and study skill improvement; for relaxed, informal, encouraging instructors who provide examples in their lectures; and for a broad educational background. Re-entry adult women expressed a significant need for remedial and support services, encouragement and reassurance, and academic survival skill improvement. Faculty/staff perceived the needs of re-entry adults as more important than the adults themselves had indicated. Data were organized into a three-level ordering of needs ranked within facets, and institutional resources were inventoried according to the identified needs of re-entry adult students. (Author)

ED 169 968 JC 790 266

Kosaki, Mildred D. And Others

Entry and Exit: Student Progression and Persistence in Hawaii's Community Colleges. Six-Semester Study of Fall 1975 Entering Students.

Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-192p.; Not available in hard copy due to marginal reproducibility of original document
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Colleges, Dropout Characteristics, Dropout Identification, Employment Patterns, *Enrollment Trends, Graduate Surveys, *Junior Colleges, *Longitudinal Studies, Participant Satisfaction, *Persistence, School Holding Power, State Surveys, *Student Characteristics, *Student Mobility, Transfer Students
Identifiers-*Hawaii, No Shows

This report brings together the many findings gathered during a three-year study of the 8,979 students who entered Hawaii's seven community colleges in fall 1975. Study results are organized in the following sections: (1) selected highlights from the literature and description of the flow project; (2) characteristics of entering students and no shows''; (3) registration, continuation, and full-time rates, credit-completion ratios, and changes of major of enrolled students; (4) non-continuing student characteristics and the results of non-continuing student surveys which considered current occupational and educational activities and reasons for not returning; (5) graduate characteristics, results of alumni surveys which focused on post-graduation employment and educational activities and evaluation of the college experience and services offered, and comparison of graduates and non-returning students; (6) progression and persistence findings organized by student characteristics and continuing student survey responses; (7) results of efforts to identify the potential dropout; (8) conclusions and recommendations in areas affecting retention college philosophy, instruction and instructors, and student personnel services and college program and services student-college match, student success, and institutional success. A bibliography, data tables, and sample questionnaires are appended. (MB)

Jacobsen, Becky

AACJC International/Intercultural Consortium Summer Study Programs Overseas, 1979.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date-Mar 79

Note-34p.; For a related document, see ED 153 678

Pub Type- Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Credits, Community Colleges, *International Programs, *Junior Colleges, Student Costs, *Study Abroad, *Summer Programs

Responses are presented to a questionnaire on overseas summer programs that was sent in January 1979 to members of the American Association of Community and Junior Colleges (AACJC) International/Intercultural Consortium (IIC). Program descriptions are listed alphabetically by world region and country. Program information includes: name of program, countries to be visited, dates of travel, academic credit information, deadlines for application, program costs, number of participants, special requirements, person in charge, and address of the sponsoring college. Programs focus on topics including art, architecture, fashion, child care, humanities, physical education, cultural geography, anthropology, literature, theatre, music, geology, philosophy, religion, urban problems, psychology, and management. All of the programs at the IIC colleges are open to other IIC members' students. (Author/MB)

Burson, Gerald E.

A History of the Activities Which Lead to a Formal Articulation Policy for Higher Education in Oklahoma.

Pub Date-Dec 77
Note-43p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Articulation (Program), Educational History, Interinstitutional Cooperation, Junior Colleges, *Policy Formation, *Postsecondary Education, State Colleges, *Statewide Planning, *Transfer Policy, Transfer Programs, Transfer Students, Universities
Identifiers-*Oklahoma

Several factors influenced the development of a system-wide articulation policy by the Oklahoma State Regents for Higher Education. Enrollment patterns were changed by the creation of metropolitan community colleges and by the influx of first-time and older, non-traditional students. Increasingly, pressures were placed on the system to provide for the efficient transfer of students from two-year colleges to four-year colleges and universities. In the 1940's, one-day conferences were held to identify problems and to inform two-year colleges of how to alleviate them. Later, the Intercollege Council on Student Transfers was created. The Council, which met between May 1967 and November 1969, addressed issues affecting transfer students, and provided the first open debate about the problems of articulation. Subsequent efforts were made by two-year college deans of instruction and faculty to create a ``common core of general education courses'' required for an associate of arts degree. On February 14, 1972, the ten state public four-year colleges and all public and private junior colleges signed an articulation agreement based on this core. After modifications, agreements with the two state universities were signed. The State Regents then reviewed the articulation policy and mandated its full implementation by fall 1978. Appendices contain the articulation agreements. (MB)

ED 169 971 JC 790 269

Friedlander, Jack

Instructional Practices of Part-Time Faculty in Community Colleges.

Pub Date-May 79

Note-23p.; Paper presented at the Annual Forum of the Association for Institutional Research (19th, San Diego, California, May 13-17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Faculty Development, *Junior Colleges, *Part Time Teachers, *Teacher Behavior, *Teacher Characteristics, Teacher Participation, *Teaching Techniques

During the 1970's the increase in the proportion of faculty teaching part-time has been dramatic. The percentage of part-time faculty has risen from 40% in 1971 to 56% in 1977. The rationale for hiring part-time rather than full-time faculty is based on the premises that substantial sums of money can be saved and curriculum scheduling and flexibility can be increased. In order to determine whether the instructional practices of part-time instructors are similar to those teaching full-time, comparisons were drawn based on data obtained in three nation-wide surveys. Part-time instructors were found to have less teaching experience, to have taught fewer years at their current institutions, and to hold lower academic credentials. The adjunct faculty also had less input into the selection of materials used in their course, assigned fewer pages to read, used less instructional media, recommended or required fewer out-of-class activities, and placed less emphasis on written assignments in determining student grades. Part-time instructors were also less aware of campus activities and less likely to use or have access to instructional support services. In terms of professional development, they read fewer scholarly journals, were less likely to hold membership in professional associations or attend professional meetings, and were less likely to request release time; however, they were more likely to express a need for interaction with colleagues and administrators. (MB)

Duncan, Maria V. And Others

External Degrees, A Non-Traditional Approach for Credentialing Adult Human Service Workers.

Pub Date- Nov 78
Note-11p.; Paper presented at the Annual Convention of the Florida Association of Community Colleges (29th, Tampa, Florida, November 1-4, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Credentials, *Experiential Learning, *External Degree Programs, *Human Services, *Junior Colleges, Mastery Learning, *Mental Health, *Paraprofessional Personnel, Performance Based Education

During the past three years, Santa Fe Community College (Florida) has designed and implemented an experimental competency-based program in human services training with a specialization in substance abuse counseling that meets the needs of atypical adult students and also the accountability demands of the academic community. Both a residential component and an external-degree component have been structured and carried out and criteria for evaluation of life experiences for academic credit have been established. The first program component involved recruiting 23 persons from substance abuse agencies, who were stipended and taught in experimental/didactic fashion. Another component of the program a non-resident component was based upon three premises: (1) taking into consideration the previous life experiences of the students; (2) not requiring them to leave their jobs to attend an educational institution; and (3) upgrading their level of competency. The model for instruction required that each student attend a three-hour seminar or learning laboratory in his community to work with a learning facilitator on demonstrating mastery in 48 specific helping skills or understandings. The 48 credits were human service and substance abuse credits toward an associate of science degree in human services. An additional 12 credits in general education were required. (MB)

ED 169 973 JC 790 272

King, Maxwell C., Ed. Breuder, Robert I., Ed.

Advancing International Education. New Directions for Community Colleges, Number 26.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-134p.; May be marginally legible due to small print
Available from-Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.95)
Journal Cit-New Directions for Community Colleges; v7 n2 1979
Pub Type- Collected Works - General (020)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-College Curriculum, *College Role, Community Colleges, Exchange Programs, Foreign Students, *Intercultural Programs, *International Education, *International Educational Exchange, International Relations, *Junior Colleges, Program Planning, Staff Improvement
Identifiers-Information Analysis Products

Twelve essays examine issues related to community college involvement in international education. Hugh Adams explores the role of community colleges in international education. S. V. Martorana and William Shannon present a framework for program planning. Sydney Grant examines strategies for internationalizing the curriculum. Seymour Fersh discusses the advantages of cultural studies and their implications for educational change. Raymond Schultz and Roland Terrell examine international options for staff development. Thomas Diener and Lornie Kerr delineate the responsibilities of two-year colleges to their foreign students. Piedad Robertson and John Rogers stress the importance of providing instruction to develop proficiency in English. Frederick Kintzer reports upon the way in which the community college concept has been adapted to higher education needs in other countries. Rose Hayden points to possibilities for federal support of international education. John Mundt urges state boards of education to address the policy questions of international/intercultural education. Fred Harrington and Shirley Clarkson discuss education cooperation in relation to international communication and understanding. Benjamin Wygal suggests practical approaches to program planning and implementation. Andrew Hill's bibliography provides additional references pertinent to international education and two-year colleges. (MB)

ED 169 974 JC 790 273

Lehmann, Guenter Lucas, John A.

Follow-up Survey of Former Architecture Transfer Students. Volume IX, No. 13.

William Rainey Harper Coll., Palatine, Ill.
Pub Date-10 Apr 78
Note-52p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Architectural Education, Career Choice, Community Colleges, Employment Patterns, Followup Studies, Graduate Surveys, Institutional Research, Job Analysis, *Junior Colleges, *Participant Satisfaction, *Persistence, Relevance (Education), Transfer Policy, *Transfer Programs, Universities

Surveys were mailed to the 257 students who had enrolled in the first of the core courses in the architecture transfer program (ARC) at Harper College between 1969 and 1978. Of the target population, 18% had stopped at this point; 22% had enrolled in two ARC courses; 20% had enrolled in three ARC courses; 21% had met minimum requirements by taking both ARC core courses and a math course; and 19% had met all requirements by taking four ARC courses and a math course. Of respondents, 72% were in the transfer architecture design program; 25% had achieved a bachelor's degree; and all averaged over a 3.0 grade point average at their transfer institution, as compared to an average of 2.64 at Harper. The study found that 93% of all attempts to transfer courses were successful. In addition, the number of courses a student took was found to be related to grade point average and to whether the student remained with immediate goals in the field or in college the group meeting full requirements had a significantly higher grade point average and a higher rate of persistence in the field. Among the employed respondents, drafting and designing were the most commonly used responsibilities. Cost estimating was followed by writing specifications and interior design in ranking by use. Student evaluations rated ARC courses between ``somewhat beneficial'' and ``very beneficial.'' Survey results are detailed, and the survey instrument is appended. (Author/MB)

ED 169 975 JC 790 274

Yohanan, Joseph Lucas, John A.

Follow-Up Survey of Former Architecture Technology Students. Volume IX, No. 14.

William Rainey Harper Coll., Palatine, Ill.

Pub Date-12 Apr 78

Note-36p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Architectural Education, *Associate Degrees, Community Colleges, *Employment Patterns, Followup Studies, Graduate Surveys, Institutional Research, Job Analysis, *Junior Colleges, *Relevance (Education), Transfer Students

A follow-up study of former architectural technology (ATE) students at Harper College was conducted to evaluate the program and to provide planning data. Students who had enrolled in three or more ATE courses between 1974 and spring 1977 provided a target population of 190 students to whom the survey instrument was mailed. After non-respondents were interviewed by phone, a response rate of 64% was achieved. Results showed that most respondents had been in the architecture technology associate degree program. About 60% were employed full-time and another 20% part-time. Most of the remaining 20% were in college. The most frequent job duties reported were drafting, surveying, carpentry, and electrical skills. Only 12% of the duties reported were unrelated to ATE. The average salary reported was over $16,000. Even though ATE was not designed as a transfer program, many respondents continued their education after leaving Harper. Approximately 42% either had achieved or aspired to eventually achieve baccalaureate degrees. Those transferring demonstrated an average 2.74 grade point average at their new college compared to their 2.66 average at Harper. Three-fourths of the students' courses were able to be transferred. Survey results are detailed and the survey instrument is appended. (Author/MB)

ED 169 976 JC 790 275

Daly, Pat Lucas, John A.

Surveys of Need for Office Design and Other Design Skills Among Former Interior Design Graduates and Employers of Designers. Volume IX, No. 15.

William Rainey Harper Coll., Palatine, Ill.
Pub Date-14 Apr 78
Note-30p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, Curriculum Planning, *Educational Interest, Employer Attitudes, *Employment Qualifications, Graduate Surveys, Institutional Research, *Interior Design, *Job Skills, Job Training, *Junior Colleges, Needs Assessment, Occupational Surveys, Offices (Facilities), *Trade and Industrial Education

In order to measure the demand for an office design course among interior design graduates of Harper College and to determine the design skill needs of area employers, two studies were undertaken. An initial mail survey, a second mailing, and a series of telephone calls yielded a 75% response rate from the program's 88 graduates. Of the respondents, 61% indicated they would or might be interested in the course a figure indicating enough demand among Harper graduates alone to offer the proposed office design course at least one summer. In addition, 583 firms employing interior designers in the northern Chicago area were surveyed; a 16% response rate was realized. The skills they considered most important were color styling or coordinating, blueprint reading, source knowledge, furniture selections, and space planning. Retail firms and non-retail firms differed in many cases quite dramatically in terms of what skills were important to them. The bulk of the firms surveyed hired at least some inexperienced designers and only 27% of these firms required a specific educational background. The vast majority trained their interior designers on the job. The survey revealed a growing demand for designers. Detailed results and the survey instrument are included in the document. (Author/MB)

ED 169 977 JC 790 276

Aurand, Cecilia Lucas, John A.
Survey of Fashion Design Employers. Volume IX, No. 16.
William Rainey Harper Coll., Palatine, Ill.
Pub Date-18 May 78
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clothing Design, Community Colleges, *Employer Attitudes, *Employment Opportunities, *Fashion Industry, Institutional Research, *Internship Programs, Job Training, *Junior Colleges, Occupational Surveys, Program Evaluation, Program Planning, School Industry Relationship, Trade and Industrial Education
Identifiers-Illinois (Chicago)

A survey was conducted to determine the availability of internship opportunities for fashion design students at Harper College and to measure the value of Harper design graduates to their employers. A sample of 279 manufacturers, contacts, and retail stores employing fashion designers were identified in the Chicago metropolitan area and after two mailings of a survey instrument, a 14% response was obtained. Of the 40 firms responding, 22 indicated that they would definitely be interested in using at least one intern, and 12 others indicated they might be interested. Respondents seemed to favor having interns work part-time for about 16 hours per week. The main training opportunities for interns were in sales, merchandising, stock work, fashion coordinating, and display. A total of 29 firms indicated there would be possible employment opportunities for the interns immediately after graduation. Most job opportunities centered around management and sales. At some time, 17 firms had employed Harper graduates; eight reported definite plans to continue to do so. Strengths revealed in Harper training included display, pattern making, and selling; weaknesses noted were merchandising and promotion, design for mass media, and consumer relations. The results of the survey are detailed, and the survey instrument is appended. (Author/MB)

ED 169 978 JC 790 277

Lucas, John A.

Student Characteristics as Compared to the Community Profile 1977-1978. Volume IX, No. 17.

William Rainey Harper Coll., Palatine, Ill.
Pub Date-20 May 78
Note-37p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aspiration, Adult Education, *Adult Students, Age, College Choice, College Majors, *Community Characteristics, Community Colleges, *Comparative Analysis, Educational Background, *Enrollment Trends, Ethnic Groups, Females, Institutional Research, Junior Colleges, *Junior College Students, Males, *Student Characteristics

Random samples of 405 traditional credit students at Harper College (3.2% of the student population) and 199 continuing education (CED) students (2.5% of total CED population) were surveyed by mail to provide a fall 1977 student profile. Response rates of 86% for traditional credit and 76% for CED students were obtained. Automated student data and community demographic data were also gathered. Changes among the characteristics of students revealed by the study included: female enrollment continued to grow faster than male enrollment; the proportion of full-time students and day students continued to decline; the average age of students stabilized; fewer students than in the past planned to pursue degrees; and out-of-district enrollment dropped sharply due to one district's change in chargeback policy. The study also examined the following student characteristics: class load size, where and when students enrolled, marital status, number of children, employment, income of independent students and families of dependent students, ethnic background, language most used at home, means of transportation, intention of remaining at Harper, college major, educational background and objectives, reasons for attending Harper, sources of information at Harper, and future plans. Results of the survey are detailed, comparisons of student data with community data are drawn, and the

survey instrument is included. (Author/MB)

ED 169 979 JC 790 278

Analysis of Transfer Data of Former Harper Students at Senior Institutions. Volume IX, No. 18.
William Rainey Harper Coll., Palatine, Ill.
Pub Date-21 May 78
Note-21p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Females, *Followup Studies, *Grade Point Average, Institutional Research, Intellectual Disciplines, Junior Colleges, *Junior College Students, Males, *Persistence, *Postsecondary Education, Transfer Policy, *Transfer Students, Universities

Data supplied by four-year Illinois colleges to which Harper College students transferred were used to evaluate the progress of Harper students and compare their progress with that of transfer students from other colleges and of native students. In a 1973 study of transfer students, Harper transfers accumulated a 2.86 grade point average (GPA) compared to a 2.80 average for all community college transfers, thus, ranking 17th among the 38 community college districts. More recent data showed that Harper transfers performed better than all other transfers at two colleges and about the same at four institutions. In addition, Harper transfers performed better than native students at two colleges, though in all other cases transfers had a lower GPA than four-year college transfers and native students. In terms of persistence, Harper transfer students lasted much longer than their peers from other community colleges after three years, 50% of the students transferring from Harper in 1973 graduated. There was considerable variation in how Harper students performed in various disciplines. In comparison to other community college transfers, they seemed to perform best in Business Administration and Social Sciences. Though the majority of Harper students were female, the majority of transfer students were male. Whether Harper students entered the senior institution as freshmen, sophomores, or juniors varied widely by institution. Data tables are included. (Author/MB)

ED 169 980 JC 790 279

Lucas, John A.

Follow-Up Study of Harper Transfer Alumni 1975 and 1977. Volume X, No. 1.

William Rainey Harper Coll., Palatine, Ill.

Pub Date-6 Sep 78

Note-73p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement, College Majors, Community Colleges, Degrees (Titles), *Followup Studies, Graduates, Institutional Research, *Junior Colleges, *Junior College Students, *Participant Satisfaction, Student Employment, Student Mobility, Transfer Policy, *Transfer Students

Identifiers-Student Objectives

All 484 transfer-oriented students were surveyed one year after they completed at least 48 semester hours at Harper College; an 82% response rate was attained. Results showed that over 75% of the transfer alumni continued their education, but 20% of these were enrolled at Harper. Of those who left Harper, 73% transferred to another college or university and 64% achieved an associate degree before departing. Of those remaining at Harper, 25% had already received a degree. More alumni tended to major in business and engineering and fewer in social sciences, education, architecture, and mathematics. There was also a trend toward alumni remaining in the same field after transferring.

Students appeared to perform well at the new institution and they had a good record of transferring almost all of their classes. Alumni rated a number of services better at Harper than at their new institution. However, courses taken at Harper were rated as slightly less beneficial than rated by previous alumni. There was a substantial decline in the indicated use of Harper's learning resource center, though computer services were used more. During their time at Harper, one-fifth of the alumni worked full-time, while five out of six worked at least 10 hours per week. Detailed results are presented in tabular form and the survey instrument is appended. (Author/MB)

ED 169 981 JC 790 280

Lucas, John A.

Survey of Goals and Impact of Harper College as Perceived by Seven Harper Constituent Groups. Volume X, No. 3.

William Rainey Harper Coll., Palatine, Ill.
Pub Date-25 Jan 79
Note-109p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Policy, Administrator Attitudes, *College Planning, *College Role, Community Attitudes, Community Colleges, *Community Surveys, *Educational Objectives, Employer Attitudes, Institutional Research, *Junior Colleges, *School Surveys, Student Attitudes, Teacher Attitudes

The purpose of this study was to survey various constituent groups in the Harper College service area to determine their perceptions about Harper, college goal preferences, and other specific data to provide a general framework for long-range planning. Eight constituent groups consisting of the Board, faculty, students, staff, the community at large, civic groups, governmental organizations, and employers were surveyed by mail. After follow-up procedures, 547 persons (35%) responded. Results of the study showed that all of the constituent groups agreed that Harper is a high quality institution and that it should pursue a traditional marketing program, vigorously pursue grants, moderately expand as the district's needs grow, continue credit by examination, offer special treatment for senior citizens, and continue to review and revise curriculum. There were major disagreements between groups concerning the use of faculty evaluation, class size, innovation, comprehensive marketing, and expansion. The constituents agreed that the most important goals for Harper were of a liberal education or student development nature rather than a specific discipline or career nature; however, they felt that the most important goals were not necessarily the goals Harper was best achieving. Detailed results are presented in tabular form and the survey instruments are appended. (Author/MB)

ED 169 982 JC 790 281

Eckert, Miles A.

The Marketing Process at Odessa College.

Pub Date-1 May 79
Note-22p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Bound Students, Community Colleges, Curriculum Planning, Financial Support, *Junior Colleges, *Marketing, Program Planning, Publicize, Public Relations, *School Holding Power, *Student Recruitment, *Teacher Participation

A marketing process was designed at Odessa College (Texas) to deal with declining enrollments. Marketing was defined by the administrators and faculty who designed the process as a combination of image portrayal, service adaptability, and the evaluation of how well service and promotion complement one another. The process used a task force approach involving recommendation-making committees that analyzed a wide range of enrollment influences economic markets, cultural markets, recruitment, retention, foundation and resources, future programming, promotion, and image; a research and data committee; and a monitoring and evaluation committee. The success of the process was dependent upon the support of the president and each of the committee members. Other elements in the process included: (1) analysis of information concerning the potential student markets, characteristics of current students, and characteristics of the institution and of its competition; (2) presentation of recommendations to the president; (3) presidential determination of priorities and subsequent action; and (4) evaluation of the value of change and improvement achieved by the college, as well as evaluation of enrollment changes. Appendices outline marketing task force structure, schedule, and memoranda, and contain a list of the recommendations submitted by the task force to the college president. (MB)

ED 169 983 JC 790 282

Conti, Gary J. And Others

New Start. General Education (G. E. D.), Job Skills, & Job Placement: A Summary, July 1, 1977 June 30, 1978.

Spoon River Coll., Canton, Ill.
Pub Date- 78
Note-26p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Basic Education, *Adult Vocational Education, Community Colleges, Compensatory Education, *Counseling, *Educationally Disadvantaged, High School Equivalency Programs, Homebound Teachers, Job Placement, *Junior Colleges, Low Income Groups, Outreach Programs, School Community Cooperation

New Start, a public service program sponsored by Spoon River College (Illinois) in cooperation with local public agencies and individuals in the community, was created to provide broad-based quality education, which includes both academic and vocational skills and personalized educational placement and counseling. Students qualify for New Start by meeting one of the following requirements: four-member family income less than $7,386 annually; recipient of public aid; non-high school graduate or reading level below 7.0; pattern of unemployment; or arrest record. Aspects of the program include: (1) compensatory education courses, i.e., an Adult Basic Education (ABE) course designed for those with extensive reading problems, pre-General Education Development (GED) courses in reading and mathematics, and a GED review; (2) vocational skills education at the college; (3) an outreach tutor who travels to the homes of students who cannot attend regular classes; (4) a recruitment, accountability, and placement (RAP) coordinator who gives special assistance to public aid recipients; (5) personal and vocational counseling; and (6) staff development. The program had 741 participants during 1977-1978. Of these, 549 were new enrollees; 543 were enrolled in the pre-GED and GED review courses; 115 acquired their GED certificates; and 337 have furthered their education at the college. (MB)

ED 169 984 JC 790 283

Lahti, Robert E.

Management and Governance in the Two-Year College.

Pub Date-2 May 79
Note-12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Collective Bargaining, College Administration, *College Faculty, Community Colleges, *Governance, Governing Boards, *Junior Colleges, *Teacher Administrator Relationship, Teacher Responsibility, *Unions

The long-standing ideology of governance practices among higher education institutions is the collegial or shared authority model. The essence of this practice is the autonomy and self-regulation of the conditions under which the professional faculty operate, in return for which the professional accepts responsibility toward his/her client. Problems with this system lie in the difficulties in maintaining trust between the president, governing board, and faculty; and in gaining the willingness of administrators and faculty to give the time required by the system. The general two-year college governance pattern may be characterized as a mix of bureaucratic and political models, rather than a collegial one. Due to lack of tradition, the unchartered place of two-year colleges in higher education, and the instability of the environment, there has been a trend among two-year college faculty to unionize. Approximately one-fourth of college faculty members belong to collective bargaining unions; two-year college faculties constitute the majority. In recent years, the trend toward collective bargaining agreements has stabilized. As a mode of governance, it remains unacceptable to those professors who have enjoyed the essence of professionalism in self-regulation. Governing boards and institutional administrators have an important role to play in relation to unionization, and need to understand the purposes of a union and the norms that undergird a successful collective bargaining process. (MB)

ED 169 985 JC 790 284

Frerichs, Allen H. Ortman, Richard E.

The Relationship of Locus of Control to Marital Status, Age, and Sex of Community College Students.

Pub Date-11 Apr 79

Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age, Community Colleges, *Females, Junior Colleges, *Junior College Students, *Locus of Control, *Males, *Marital Status, Married Students, Single Students, Transfer Students, Vocational Education

Identifiers-Rotter Internal External Locus of Control Scale

A sample of 1,190 transfer and occupational students enrolled in four community colleges were administered the Rotter Internal-External Scale (I-E Scale) and asked to report their college program (transfer or occupational), their sex, their age (below 20, 21-25, and above 25), and their marital status (married or single). The I-E Scale measured the extent to which students exhibited internal control (a perception of positive or negative events as being a consequence of their own actions) or external control (a belief that events in their life are generally unrelated to personal efforts). Results indicated that the transfer students had a lower mean I-E Scale score (were more internal) than the occupational students. Married students in both groups were significantly more internal than the single students. Occupational students over 26 years of age were significantly more internal than transfer students in their age group. Female transfer students scored significantly lower on the I-E Scale than the males, whereas the scores of the occupational students were nearly identical on the sex variable. Implications of findings are discussed. (MB)

ED 169 986 JC 790 285

Hansen, Evelyn Unes

General College Faculty Perceptions of its Individualized Baccalaureate Degree Program. The General College Studies, Volume XV, Number 1. 1978-79.

Minnesota Univ., Minneapolis. General Coll.

Pub Date-Oct 78
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment Problems, Bachelors Degrees, *College Faculty, Curriculum Development, Faculty Development, Individualized Curriculum, Institutional Research, Job Satisfaction, Junior Colleges, *Organizational Change, *Postsecondary Education, *School Surveys, Student Evaluation, *Teacher Attitudes

In 1970, General College instituted an individualized baccalaureate (B.A.) program. In spring 1978, a survey was conducted to determine faculty attitude and opinion with respect to: (1) the quality of the individualized programs and of student performance; (2) professional development and satisfaction; (3) institutional change and development; (4) curriculum direction, development, and reform; and (5) program development and change. A total of 54 of the 96 faculty advisors responded; of respondents, two-thirds had been affiliates of the College before its metamorphosis from a two-year to a four-year institution. Study findings include the following: faculty supported the B.A. program; faculty agreed that in the development of the curriculum, the needs of the students should be, but have not been, preeminent; they were strongly agreed that the humanities, communications systems, and interdisciplinary studies were in greatest need of development; they had greater confidence in the quality of students' program planning than in their ability to demonstrate skills that are integral to the programs; most agreed on the need for policy refinements; and they agreed that the program contributed to their professional satisfaction and provided them expanded professional opportunity strongest support in this regard existed among faculty with six to eight years of experience. (MB)

ED 169 987 JC 790 288

California Community College Foster Parent Training Project: First Interim Report.

California Community Colleges, Sacramento.
Pub Date-30 Mar 79
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Rearing, Child Welfare, Community Colleges, *Educational Programs, *Family Life Education, *Foster Family, *Junior Colleges, *Program Development, Workshops
Identifiers-*Foster Parent Training Project, *Parenting

On December 27, 1978, the California State Department of Social Services issued a contract to the Los Rios Community College District for the training of foster parents, prospective foster parents, and agency workers throughout the state. The contract stated that training was to be provided for foster parents in 15 community colleges and that each participating college was to receive $1,500 to develop, refine, and implement training programs. As of January 1979, 27 colleges had expressed interest in participating in the project, and because of a surplus of funds in certain budget categories, it was possible to fund 21 of these colleges, instead of the proposed 15. Each college is structuring its program differently some colleges are having one course composed of a set number of sessions; some colleges are holding workshops throughout the spring; and others are holding a number of mini-courses. The subject matter of these courses, the manner in which students were and are being recruited, and the techniques being used to present the material vary greatly from campus to campus. This report lists the participating campuses, campus liaison person, program type, and class dates. In addition, it offers brief descriptions of the activities of each campus, focusing on goals, topics to be covered, course structures, and staffing plans. (MB)

ED 169 988 JC 790 289

State Plan for Community Colleges in Maryland, Fiscal Years 1980-1985.
Maryland State Board for Community Colleges, Annapolis.
Pub Date-1 May 79
Note-224p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Administrative Policy, College Administration, Community Colleges, Curriculum Planning, Educational Assessment, *Educational Finance, *Educational Objectives, Enrollment Projections, Enrollment Trends, Facility Planning, Financial Needs, Institutional Characteristics, *Junior Colleges, State Boards of Education, *Statewide Planning

After an executive summary of the mission, goals, progress, problems, and needs of the Maryland community colleges, this statewide master plan describes the administrative structure and legal mandates and controls of the colleges, and outlines the college's mission and goals. Another section considers conditions, trends, and projections in the following subsections: (1) strengths of the system student goal achievement, faculty competence, local support, geographic access, quality facilities, and diverse and responsive programs; (2) system problems decline of liberal arts, financial squeeze, increased reporting and regulation, and maintaining low student costs; (3) enrollment trends and projections; (4) current and projected, regional and statewide programs of instruction; (5) financing current operations current funding formula, projected net operating costs, and funding sources; and (6) physical facilities present and projected facilities and campus requirements, alternatives, capital funding formula, state participation in capital construction, and priorities. Subsequent sections deal with objectives; major policy directions and actions; strengths and weaknesses of the system in policy implementation illustrated by profiles of each college; status of proposals submitted; and evaluation and progress. Appendices include selected statistical data. (MB)

ED 169 989 JC 790 290

Knapp, Wesley L. Hawkins, Calvin H.

Central College Perspectives.

Central Coll., McPherson, Kans.
Pub Date-Jan 77
Note-35p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Admission (School), Church Related Colleges, College Faculty, Community Colleges, Courses, Enrollment Trends, Financial Support, *Institutional Characteristics, *Junior Colleges, *Junior College Students, Private Colleges, Student Characteristics, Teacher Characteristics

Institutional data are presented which reflect five-year trends in the characteristics of Central College, a two-year institution established by members of the Free Methodist Church of North America in 1884. Data tables present a profile of the faculty with figures for 1972 through 1977 for the following: number and characteristics of full- and part-time teachers; faculty retention rates; salaries; and annual and departmental faculty-student ratios. Admissions and enrollments are summarized in terms of new student applications and admissions, 1972-1976; a five-year student enrollment profile; state or country of origin; number of students in campus residence halls; religious preferences; student retention rates; and student career choices. Additional tables summarize the following information related to the academic program: freshmen American College Testing (ACT) composite scores; class size summary; credit hours earned by instructional division; credit hours taught by full-time equivalent faculty; comparison of courses represented in the college catalog and in the class schedules; divisional enrollments; total graduates; and graduation summary comparisons. The following aspects of the college's financial resources are considered: institutional operations income and expenditures, annual balance sheet, endowment fund summary, student financial aid, annual charges to students, and annual fund gift income summary. (MB)

ED 169 990 JC 790 291

Vickers, Mozelle Carver

Perceptions of the Performance of Community College Faculty: Dissertation Research Findings.

Pub Date-May 79

Note-44p.; Tables in the appendix may not reproduce well due to small size of type

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Faculty, Community Colleges, *Effective Teaching, *Evaluation Criteria, Evaluation Methods, Faculty Development, *Junior Colleges, Peer Evaluation, School Surveys, Student Evaluation of Teacher Performance, Teacher Behavior, *Teacher Characteristics, *Teacher Evaluation, Teacher Selection, Teaching Quality, *Teaching Techniques

A sample of 30 instructors nominated as effective teachers to the Piper Foundation and 31 randomly selected control instructors from the same 14 Texas colleges were evaluated by students, former students, administrators, peers, and the instructors themselves. The research instrument incorporated ten sets of characteristics expressed as polar opposites and used a seven-point rating scale. The perceiver groups rated the Piper group higher than the controls on 44 of 50 dependent variables. Ratings of administrators and former students were more nearly alike than they were like other perceivers' ratings and peers tended to rate instructors more like the instructors rated themselves than like any other group. Administrators tended to give controls relatively low ratings. Both groups received relatively low ratings on the sets original stereotyped,'' student-centered autocratic,'' and probing cursory''; but both received relatively high ratings on the sets knowledgeable limited'' and responsible evading.'' All perceiver groups tended to rate both groups highly on the scale; on the seven-point scale, the mean rating of all 50 variables fell within 5.0 and 6.7. The qualities original,'' stimulating,'' adaptable,'' student-centered,'' and systematic'' seemed more important in separating the more from the less effective teachers than knowledge.'' Implications for selection and evaluation are discussed. (MB)

ED 169 991 JC 790 292

Wall, Stanley

Facts and Myths about Nursing Legislation.

Pub Date-2 May 79
Note-10p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Associate Degrees, *Bachelors Degrees, Certification, Community Colleges, *Junior Colleges, Medical Education, *Nurses, Nursing, Postsecondary Education, State Legislation, *State Standards

The entry-into-practice movement in nursing education was triggered most recently by a bill known as the 1985 Resolution which would require a baccalaureate degree as preparation for licensure as a registered professional nurse in New York by 1985. Several related issues have implications for community college administrators and educators. Those issues related to registered nurse licensure for the associate degree nursing graduates include: each state determines the legislative mandates for licensure; differing regulations and requirements hinder interstate mobility of graduates; the legislative process may not be the best way to effect change in the standards and practice of nursing. Two additional issues have potential for impact on community colleges: (1) the need for separate licensure examinations for associate degree and baccalaureate (B.A.) graduates as opposed to a common core examination with further examination for the B.A. nurse; and (2) the problems of cost, accessibility, and quality of offerings that are associated with mandatory continuing education for relicensure. Issues relative to entry into practice are also of concern to administrators. These include the frequent utilization of graduates of B.A. and associate degree nursing programs in the same way by employers; statewide efforts toward differentiation of practice; and articulation from one level of nursing education to another. (MB)

ED 169 992 JC 790 293

Proceedings of the Allocations Task Force Handicapped Students Services Program.

California Community Colleges, Sacramento.
Pub Date-21 Mar 79
Note-13p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ancillary Services, Community Colleges, Financial Needs, Financial Policy, *Financial Support, Government School Relationship, *Handicapped Students, *Junior Colleges, Program Development, *Resource Allocations, State Aid, Statewide Planning, Student Financial Aid
Identifiers-Assembly Bill 2670 (California), *California

Guidelines are presented which deal with three areas considered by the Allocations Task Force in establishing a Handicapped Student Services Program. The first set of guidelines focuses on developing an allocations process and formula to meet ``Full Need'' for the Handicapped Student Services Program. Issues considered in developing this formula include changing the funding base from appropriations to categorical and pursuing a pre-allocation rather than a reimbursement process. Principles, evaluation type elements, and fiscal/statistical elements of the formula are presented. The second set of guidelines outlines with regard to applying for Program Accountability and Developmental Services (PADS) funding principles, the role of the Allocations Task Force, and a two-stage process for PADS application. Additionally, a proposed ``agreement on principles'' regarding auxiliary aids for disabled students in the California community colleges is presented which commits staff of both the California Department of Rehabilitation and the community colleges. The following aspects of this agreement are covered: (1) a one-year transition plan whereby the eligibility of disabled students for Department of Rehabilitation funds is determined when the community colleges cannot provide adequate services; (2) the provision of all services by the colleges after one year; and (3) joint advocacy and exchange of information. (MB)

ED 169 993 JC 790 294

Nussbaum, Tom

Education Code Mandates of the Board of Governors and Chancellor's Office: Comments on Compliance and Recommendations for Change.

California Community Colleges, Sacramento.
Pub Date-Mar 79
Note-124p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Responsibility, *Board of Education Role, Community Colleges, *Junior Colleges, *State Boards of Education, State Legislation
Identifiers-California Education Code

This document is a compilation of California Education Code sections which set forth powers or duties of the Board of Governors or Chancellor's Office. Each power or duty is separately identified, followed by comments on the extent to which the mandate is being complied with, what the problems with compliance are, and recommendations as to changes that might be made in the mandate. A subject matter index to the mandates is included and sections which are considered to need amendment or repeal are identified. Extensive legislative coverage is provided in the following areas: adult education, allowances, apportionments, average daily attendance, the Community College Construction Act, credentials, educational programs, handicapped students, minimum standards, and organization/reorganization of community college districts. (Author/MB)

Actions Adopted by the Board of Governors of the California Community Colleges.

California Community Colleges, Sacramento.
Pub Date-27 Apr 79
Note-10p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, Average Daily Attendance, *Board of Education Policy, Capital Outlay (for Fixed Assets), Community Colleges, *Educational Finance, Educational Resources, Financial Support, *Junior Colleges, *Resource Allocations, Retrenchment, State Legislation, State School District Relationship, State Standards, *Statewide Planning
Identifiers-*California, Extended Opportunity Programs and Services, Vocational Education Act

In April 1979, the Board of Governors took a number of actions related to community college financing. They adopted principles of accountability which offered guidelines for: a planning and evaluation process; measurable statewide educational objectives; annually updated district plans to describe all program changes, district objectives, budgets, and evaluation procedures; reconciling district/state differences; minimizing the financial burden of the accountability process; and changing the Education Code. Principles related to resources provided: that salary-setting procedures be maintained; that affirmative action and seniority be considered in retrenchment; for a flexible calendar project; for a reduction in the minimum number of days of instruction; for a review of individualized instruction restrictions; and for encouragement of outreach centers, community resources, and a variety of instructional techniques. Principles adopted with regard to sources of support rejected tuition, maintained existing student fees, and eliminated restrictions on certain funding balances. Other principles offered alternatives to average daily attendance as a support technique. In addition, the Board approved 11 distribution policies for Vocational Education Act funds and a procedure for Extended Opportunity Programs and Services (EOPS) allocation. Finally, a priority criteria was adopted for capital outlay projects in 1980-81. (AYC)

ED 169 995 JC 790 297

Changing Work Force Needs with Implications for Higher Education. Proceedings of the Wingspread Conference (Racine, Wisconsin, October 23-24, 1978).

Johnson Foundation, Inc., Racine, Wis.

Spons Agency-Gateway Technical Inst., Kenosha, Wis.; Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.; Wisconsin Univ. - Parkside, Kenosha.; Wisconsin Univ. - Stout, Menomonie.

Pub Date-Oct 78

Note-170p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Changing Attitudes, *Educational Objectives, Futures (of Society), Junior Colleges, Labor Force, Manpower Development, *Manpower Needs, *National Demography, Population Trends, *Postsecondary Education, *Social Change, Technical Institutes, Technological Advancement, Working Women

Four conference presentations analyze changing workforce needs and consider their implications for higher education. Richard Hey presents an overview of trends in lifestyles in the United States, discussing the changing roles of women, new structures of primary relationships, mid-life career change, increased lifespan, and attitudes toward materialism and sexuality. In a second presentation, William L. Abbott reviews higher education's response to the technological revolution in relation to the effects of changes in technology on labor, management, and education, to the role of technical and community colleges, to student attitudes toward their education, and to educational responses to workers' needs to change career direction. Two papers, by Hazel Reinhardt and James Hickman, discuss demography. Ms. Reinhardt summarizes sociological and demographic trends such as the increase of an older population through a decline in the fertility rate and a rise in life expectancy, expanded participation of women in the labor force, growth of service occupations, and the phenomenon of population migration and distribution. Dr. Hickman illustrates other trends with graphs outlining birth rates, labor force participation, and changing age composition. Results of small group discussions by conference participants and summations of the conference presentations are reported and appendices are included. (MB)

Rinck, Lorna Lee

Current Recruitment Practices in Community Colleges and Other Post Secondary Institutions.

Gateway Technical Inst., Kenosha, Wis.
Pub Date-May 79
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Students, Community Colleges, Declining Enrollment, *Educational Objectives, *Junior Colleges, *Marketing, Postsecondary Education, Publicize, *School Holding Power, *Student Recruitment
Identifiers-Student Objectives

Research documents, conference presentations, and journal articles are used in a five-part review of recruitment strategies currently being employed at junior colleges. The first section provides background information on the development of the community college movement. The second section focuses on changing student objectives and their implications in terms of meeting needs for lifelong learning and demands for equal access to education. In addition, this section discusses trends towards increasing state intervention into college governance. The third section covers marketing concepts by quoting definitions, recommendations for successful marketing practices, discussions of the applicability of commercial marketing techniques to student recruitment, and studies of student attrition and ways an effective and comprehensive marketing program can reduce it. A fourth section reviews approaches to marketing found in the literature. These include: informational advertising, college mailings, provision of complete and accurate information to prospective students, verification of informational completeness and accuracy, use of telecourses, thematic approaches to recruitment, use of a marketing task force, and market segmentation. Additionally, special attention is focused on increasing handicapped and minority enrollments and persistence. A final section draws recommendations from the literature for meeting student needs and new educational goals. (AYC)

Occupational Program Inventory. Michigan Public Community & Junior Colleges.
Michigan State Dept. of Education, Lansing.
Pub Date-79
Note-60p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Apprenticeships, Associate Degrees, *College Curriculum, Community Colleges, Cooperative Education, Educational Certificates, Enrollment, *Junior Colleges, Technical Education, *Trade and Industrial Education, *Vocational Education
Identifiers-*Michigan

Michigan's 29 public community and junior colleges reported 96,831 students in 925 State Board of Education approved, federally-reimbursed, occupational education program curricula. This survey report consolidates these reported enrollments, arranges them by Office of Education program code classifications, and presents code number; program name; male, female, ethnic, and cooperative enrollments; program completions; enrollment projections; and enrollment totals for each classification for each of the 925 programs. A second section discusses course types and curriculum patterns in occupational education instruction. In addition, the occupational programs offered by each community college are categorized according to the following clusters: agriculture and natural resources, business and office sciences, communications and media, computer sciences, engineering technologies, health sciences, home and personal services, hospitality and recreation, industrial services, and public services. Each occupational program is followed by a code which identifies the type of program as associate degree or one- or two-year certificate. A final section discusses apprenticeship instruction and lists those colleges which offer apprenticeship programs and in which trades they are offered. (AYC)

ED 169 998 JC 790 302

Ferguson, R. Travis

A Study of Open Entry-Open Exit Programs in Vocational Education. Institutional Research Report No. 78/79-6.

Mississippi Gulf Coast Junior Coll., Perkinston.
Pub Date-12 Jan 79
Note-15p.; Appendices D through H have been deleted due to irreproducibility
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Dropout Rate, Employment Patterns, Enrollment Influences, *Flexible Scheduling, Institutional Research, Job Placement, *Junior Colleges, *Occupational Choice, Persistence, *Vocational Education
Identifiers-*Open Entry Open Exit

A study was conducted at Mississippi Gulf Coast Junior College to determine the viability of open entry-open exit enrollment in vocational programs. Interviews were conducted with vocational education personnel at two campuses to determine the fulfillment of student objectives, drop-out rates, and graduate job placement in five programs (auto mechanics, machine shop, industrial electricity, and welding programs at both campuses). In 1977-78, the five programs were attended by 285 students, of whom 207 took advantage of the open entry-open exit policy and enrolled at other than the semester enrollment periods. Of these students, 99 continued in the program and graduated meeting all program requirements. Employment was not desired in the occupation for which they had trained by 18 graduates. The overall placement of those desiring employment was 97.53%. Of the original 285 students, 136 withdrew or dropped out; 70 for reasons of employment and 35 for reasons judged to be justifiable. Only 21 students dropped or withdrew due to lack of interest or excessive absences. A substantial number of the non-graduates obtained desired employment. Conclusions drawn from the study supported the open entry-open exit policy, as it enabled more students to be served. (MB)

ED 169 999 JC 790 308

Manilla, S. James

Governance and Leadership in the 80's: Role of Planning, Management and Evaluation in Decision-Making.

Pub Date-2 May 79

Note-34p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, *College Administration, Community Colleges, Curriculum Planning, Decision Making, *Governance, *Junior Colleges, Management by Objectives, Management Information Systems, *Management Systems, *Teacher Participation

The 1960's and 1970's saw the development and expansion of a new type of educational administration/management that was heavily weighted toward a quantitative approach. Some feel that the advent of modern management techniques (Planning, Management, and Evaluation PME, Management By Objectives MBO, Management Information Systems MIS) as applied to education has increased the polarity between administrators and faculty. However, PME-type systems have significance and merit in the mode of renewal for administration and instruction. The higher education management derives its unique and challenging nature from a variety of factors: characteristics of the educational process and the subordinate role of management, the complexity of individual colleges, decentralization, emphasis on primary programs, lack of efficiency incentives, and mistrust of quantitative approaches to management.

Although these quantitative approaches can help to identify and illuminate the alternatives available to the decision-maker, they may result in a significant shift of the locus of internal, and in state systems external, curriculum decision-making or control away from the faculty. Several indications exist that the faculty is losing its voice in academic governance and decision-making despite the importance of faculty involvement in institutional management. The need for an open MIS and a shared governance model is evident. (AYC)

ED 170 000 JC 790 309

Meardy, William H.

Proposition 13 First Year Effects: An ACCT Special Report to Trustees and Chief Executives of California's Community Colleges.

Association of Community Coll. Trustees, Washington, D.C.
Pub Date-22 Mar 79
Note-9p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Financial Problems, *Governance, *Junior Colleges, Reduction in Force, *Retrenchment, School District Autonomy, State Surveys
Identifiers-*California, *Proposition 13 (California 1978)

To assess the first year effects of Proposition 13, informal interviews and discussions were conducted with the college presidents and trustees at 37 California community colleges in January 1979. As a whole, the college boards were committed to carrying out the mandate of Proposition 13, though there seemed to be a struggle as to who would control the community colleges the governor, the legislature, or the Board of Governors. There was 75% agreement that local control was dead. The general public did not see that the Proposition had caused many problems, had affected numerous programs, and had resulted in retrenchment. Retrenchment strategies that were indeed utilized by the colleges included: (1) reduction in hourly/part-time certified instructors; (2) layoffs of classified personnel; (3) community services placed on a pay as you go'' basis; (4) elimination of or class reductions in summer school; (5) trustee, administration, and faculty travel budget reductions; (6) elimination of capital construction projects; (7) curtailment of plant maintenance; and (8) cutbacks of from 20% to 80% in library book acquisitions. Other conditions related to the law include the declining enrollment rate and unionization in about 33% of the colleges which was associated with low faculty morale and low threshold credibility between management and faculty. (MB)

ED 170 001 JC 790 310

Open Access, Satellite Education Service (OASES): Final Annual Report.
South Oklahoma City Junior Coll., Okla.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-HEW-76-3931
Note-187p.; Section II-F, the OASES Cost Effectiveness Study, may not reproduce well due to lightness of type; Financial Status Report has been deleted due to small size of type
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Access to Education, *Adult Education, American Indians, Budgets, Community Colleges, Courses, Enrollment Influences, Ethnic Groups, *Extension Education, *Junior Colleges, Library Programs, Mexican Americans, Outreach Programs, Participant Satisfaction, *Program Evaluation, School Community Relationship, Student Characteristics, Student Recruitment, Urban Education
Identifiers-*Open Access Satellite Education Services

This report assesses the Open Access, Satellite Education Services (OASES) program, a joint venture between South Oklahoma City Junior College and the Metropolitan Library System of Oklahoma County designed to provide adult education opportunities to all segments of the area's urban population. Program goals are outlined in terms of numbers of program participants (by age, ethnic background, residence, and payment mechanism used), participant evaluation of classes, effects of publicity and recruitment on enrollment, counseling effectiveness, activities summary, and library programming. Tables summarize the general characteristics of the target community, obstacles to adult education (e.g., transportation, child care, cost of classes), and non-credit, credit, and special program and workshop course offerings. Also included are a survey of student evaluations of OASES programs; sample pages of the Central Oklahoma Educational Resource Directory''; an OASES cost effectiveness study; supervisors' responses to evaluators' criteria for effective joint programming; results of a survey of library users; letters of support; evaluations of the administration, the mid-management and planning, and the advisory committee and other OASES staff; and a budget report. (MB)

Tyree, Larry And Others

Why Would a Community College Want a Women's Center.

Gulf Coast Community Coll., Panama City, Fla.

Pub Date-30 Apr 79

Note-41p.; Material presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)

Pub Type- Collected Works - General (020) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Community Benefits, *Community Services, Continuous Learning, Courses, *Females, Information Systems, *Postsecondary Education, *Womens Education

Identifiers-Florida, Higher Education Act Title IA, Womens Centers

Outlines of presentations from a forum on community services and women's centers at Florida postsecondary institutions are provided. Larry Tyree's presentation covered various aspects of community services including administrative commitment, program benefits from an administrative viewpoint, characteristics of continuing education, and components for program development. J. Scott Dailey defined community services, explained the functions of the Higher Education Act (HEA) Title IA, and made suggestions for the best use of HEA funds. Pam Hooper described Gulf Coast Community College's Women's Center, the steps in its development, and the characteristics of its clients. In addition, she related adult life cycle tasks to the responses of the continuing education program, reviewed the objectives of the program, and categorized and described course offerings. Finally, she discussed an Options for Women course and the characteristics of the course facilitator. Susan Thomas described the purpose and objectives of a statewide information exchange system developed by the Resource Center for Women's Programs at Florida State University to deliver services to displaced homemakers. (MB)

ED 170 003 JC 790 312

Grady, Sandra C.
Assessing the Educationally Related Needs of Adults: A Practical, Low Cost Approach. Community Colleges, Community Education. Monograph
American Association of Community and Junior Colleges, Washington, D.C. National Center for Community Education.; Michigan Univ., Ann Arbor. Office of Community Education Research.
Pub Date-Jan 79
Note-62p.; Some tables may reproduce poorly due to small size of type
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 (single copy, no charge; additional copies, $5.00)
Pub Type- Books (010) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-City Demography, *College School Cooperation, *Community Characteristics, Community Colleges, Community Programs, Community Surveys, Costs, *Data Collection, *Junior Colleges, Literature Reviews, *Needs Assessment, Personnel Needs, Population Growth, Program Planning, Questionnaires, Research Design, *Research Methodology, Research Problems, Sampling, Volunteer Training

This monograph describes a practical, low cost needs assessment process used by Broward Community College (Florida) in cooperation with the public school system. The assessment was initiated by college administrators who needed information to plan appropriate programs and services for the residents living in a newly created service area. The material in the document is organized in three major areas: background of the problem, the needs assessment process, and conclusions. The background setting describes the general environmental factors surrounding the needs assessment study, including demographic considerations, the need for information, and preliminary plans for implementing the needs assessment project. The needs assessment process includes a step by step review of the procedure, the rationale, and significant observations. Aspects of the process include: (1) assessing resources; (2) reviewing other assessment projects; (3) establishing a survey team; (4) meeting with key groups; (5) developing a research design (population stratification, selecting the sample, and collection of data); and (6) holding a meeting after completion of the survey. The conclusions reflect on the outcomes and the significance of the process. Data tables outline demographic information. The survey instrument and a bibliography are appended. (Author/MB)

ED 170 004 JC 790 314

Gianini, Paul C.

Islands of Innovation: New and Small Community Services in the Small/Rural Community College.

Pub Date-1 May 79

Note-13p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Role, Community Colleges, Community Cooperation, *Community Service Programs, *Community Services, Cultural Enrichment, Dual Enrollment, Educational Alternatives, Financial Problems, Interagency Cooperation, *Junior Colleges, Older Adults, Prisoners, *Rural Education, School Industry Relationship, *Small Colleges

A general review is presented of community services in the small/rural community college. Community services are defined as those action programs of the college undertaken independently or in cooperation with other community groups and agencies which direct the educational resources of the college toward serving the individual, the group and community needs. Results of a review of the literature are cited with regard to the special characteristics and problems of the small/rural college, community organizing, developing objectives for comprehensive community service programs, and accountability. Exemplary programs are highlighted for the following areas: (1) college involvement in local decision-making; (2) inter-agency cooperation; (3) school industry cooperation; (4) alternative delivery systems; (5) senior citizen programs; (6) programs for children; (7) programs for prisoners; and (8) programs in the cultural services such as museums, planetariums, and nature trails. The advantages and disadvantages of providing community services in small/rural community colleges are also delineated. It is concluded that community colleges must interrupt the traditional credit hour fixation, influence funding patterns, and design new means for measuring community college productivity in order to fulfill the colleges' one truly unique mission community services. (MB)

ED 170 005 JC 790 315

Articulation.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date-Sep 78

Note-59p.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Age, *Articulation (Program), College Choice, College Credits, College Majors, Ethnic Groups, Females, Grade Point Average, Junior College Students, Males, *Postsecondary Education, *State Universities, Transfers, *Transfer Students

Identifiers-*Florida

Data tables summarize statistics on community college transfer students attending the nine Florida state universities during 1975 through 1977. Data indicate that the number of transfers increased each year, with males typically outnumbering females. Racial distribution remained relatively stable, though the percentages of blacks and hispanics steadly increased and the percentages of whites slightly decreased. The mean age of transfers remained stable over the three-year period; however, the percentage of transfers under 31 climbed from 86.9% in 1975 to 87.4% in 1976 and dropped to 86% in 1977. The greatest percentage of students (49% in 1975 and 44.6% in 1977) were in their first year of study. The largest group each year transferred after earning 90 quarter hours at the community colleges, utilizing the community colleges extensively to complete lower division course work. Most students transferred to the university nearest their community college and, while there, most (85.2%-90.3%) earned a grade point average (GPA) of 2.0 or higher. Additional tables present the number of hours earned toward a degree at the community college and at the university and GPA data for various subgroups those transferring before or after earning 90 quarter hours, those from each campus, those with different majors over the three year period. (MB)

ED 170 006 JC 790 316

Matthews, Elizabeth W.

Questionnaire Construction for Maximum Survey Response.

Pub Date- 79
Note-18p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Processing, Literature Reviews, *Questionnaires, *Research Design, *Research Methodology, *Research Problems, *Surveys

In order to obtain accurate and factual data, a survey instrument must be well constructed and a survey planned carefully and conducted under strict conditions. Of importance in planning a survey is a determination of previous and on-going research through an extensive literature review. In designing the survey, the researcher should aim at precision, logic, and efficiency in translating research objectives into specific questions, and at obtaining a large percentage of reliable returns. The subject of the research should justify the effort and the information should be otherwise inaccessible. The questionnaire should be brief, contain clear instructions, be organized in a neat and logical order that facilitates progress from question to question, and should be worded understandably and objectively, but in such a way as to be challenging and interesting. Various questionnaire styles ''closed,'' ''open,'' ''agree/disagree'' have particular advantages and disadvantages that should be considered when selecting one. In distributing the questionnaire, it is essential to identify the exact nature of the study population and the representativeness of the sample chosen. Questionnaires should be mailed at the same time, and first returns should be expected within a week. Follow-up procedures should begin at the end of the third week. Determination of the appropriateness of computer use in processing data should be included in original planning. (AYC)

ED 170 007 JC 790 317

Rossmeier, Joseph G.

Educational Master Planning: Creative or Cathartic?

Pub Date-29 Apr 79
Note-12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th, Chicago, Illinois, April 29-May 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *College Administration, *College Planning, College Role, Community Colleges, Educational Objectives, Evaluation Methods, Financial Needs, *Junior Colleges, *Master Plans, Teacher Participation

Recently, Northern Virginia Community College has moved into a new era of institutional development, whereby primary attention to facility planning and increasing enrollments has given way to a comprehensive, program-based, and strategic planning process which transcends all elements of the institution. Recognition is given to the integral relationship planning has to management by including annual reviews and short-, mid-, and long-term planning. In addition, the importance of systematic evaluation, revision, and change of the plan and the necessity of executive commitment and faculty involvement are recognized. The development of the first Master Plan by a president-appointed task force followed the systematic steps of the planning process: establishing institutional mission; setting goals and objectives; assessing community needs and interests; assessing institutional current status; identifying programs which can be justified, approved, and implemented; calculating resource requirements;

determining resource allocations; determining priorities and alternatives; and conducting qualitative and quantitative evaluations. It contains a list of planned educational and support services, immediate and long-range resource needs, projected campus missions, issues to be addressed, and a working calendar of the process. Observations about initiating a planning process and a bibliography are included. (AYC)

ED 170 008 JC 790 318

Golemon, R. B.

A Survey of Non-Traditional Credit in Texas.

Pub Date- 79

Note-9p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Policy, *College Credits, Colleges, Community Colleges, Equivalency Tests, *Experiential Learning, Junior Colleges, *Measurement Techniques, *Postsecondary Education, *State Surveys, Universities

Identifiers-*Texas

To ascertain the status of non-traditional credit in Texas post-secondary institutions a questionnaire was mailed to 54 senior colleges and 52 two-year colleges; response rates of 87% and 98% were achieved, respectively. Results indicated that a larger percentage of two-year colleges (80% vs. 72%) were willing to grant some kind of credit for non-traditional learning experiences. Of the four-year schools, 68% granted credit in academic hours with 60% of these applying the hours to an academic degree. Continuing Education Units (CEU's) were granted by 6% of the four-year colleges; 2% granted technical credit hours; and 2% used an advanced placement procedure with no actual credits granted. Various methods were used to verify learning: 47% used some form of validation exam, 43% used verification of experience records, 13% used personal interviews, and 23% used some other method. Of the community colleges, 76% applied the credits to an associate degree and 25% to a special certificate. CEU's were granted by 8% of the two-year colleges, 65% granted vocational credit hours, and 37% granted technical credit hours. To validate learning, 53% used a validation exam, 35% used a verified experience record, 6% used a personal interview for evaluation, and 29% used some other method. The maximum number of credits allowed ranged from three to 48; 12% indicated no maximum. The survey instrument is appended. (MB)

ED 170 009 JC 790 319

DeCosmo, Richard Baratta, Mary Kathryne

Using Community-Based Marketing Research to Increase Enrollments.

Pub Date-Apr 79

Note-10p.; Paper presented at the Pre-AACJC Confernece of the National Council for Research and Planning, Using Research and Planning in Marketing the Two-Year College'' (Chicago, Illinois, April 27-28, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Bound Students, College High School Cooperation, Community Colleges, Community Involvement, *Junior Colleges, *Marketing, Needs Assessment, Program Planning, *Publicize, School Community Relationship, *School Holding Power, Student Characteristics, *Student Recruitment

The marketing approach used by Moraine Valley Community College (Illinois) was designed to expand the participation of underserved groups within its district at all levels of higher education. The plan was based upon the premises of equal access, provision of program information, setting of priorities among constituencies, program manageability, staff involvement in planning, plan monitoring, and simplicity. The specifics of the plan were designed around research regarding the participation rates of various groups within the district. Data were collected on current students, programs which attracted recent high school graduates, and participation rates of area high schools and various communities. Priorities were established and strategies were developed to increase participation in the college's programs and services. These strategies included: developing and distributing brochures for underenrolled programs; meeting with administrators, counselors, and faculty at high schools with low participation rates and arranging to speak to juniors and seniors at these schools; mailing program information to all high school vocational department chairpersons; visiting shopping centers; placing ads in local papers; opening an information center in the community with the lowest participation rate; and using mailers and signs. Enrollment increased by over 200 full-time equivalent students and nearly every target area showed increased participation. (Author/MB)

ED 170 010 JC 790 321

Lilienthal, John

An Evaluation of the EPDA Program at the University of Hawaii.

Pub Date-Dec 78
Note-66p.; Masters Thesis, University of Hawaii
Pub Type- Reports - Research (143) - Dissertations/Thesis (040) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Education, College Curriculum, College Faculty, Community Colleges, Graduate Students, Graduate Surveys, *Junior Colleges, *Participant Satisfaction, *Postsecondary Education, *Relevance (Education), Student Characteristics, *Teacher Education
Identifiers-Education Professions Development Act, University of Hawaii

The Education Professions Development Act (EPDA) program (University of Hawaii) prepares community college instructors and administrators. To determine student characteristics, program effectiveness, and usefulness of training, 110 questionnaires were mailed to EPDA participants; 62 were returned. A student profile revealed: equal numbers of male and female students, more married than unmarried participants, high percentages of Asian and Caucasian students, and an age distribution of 40% less than 31, 38% between 31 and 40, 15% between 41 and 50, and 8% over 50. Of the participants, 71% were from Hawaii and 54% had completed their undergraduate work there; 69% did not have masters' degrees; and 40% selected the program because ``it seemed the most relevant to community college education.'' ``Above average'' or better ratings were given to the following aspects of the program: counseling, instructors, meeting objectives, and quality of instruction. Program participation was related to improvements in professional position, teaching ability, and understanding of the profession, community college goals, and vocational education. Most felt their job was highly related to their training (28 were instructors, 3 administrators, 5 coordinators, and 5 part-time teachers), enjoyed their work, and frequently used knowledge gained in the program. All major program topics were ranked as useful. The questionnaire, raw data, and a questionnaire evaluation are appended. (AYC)

ED 170 011 JC 790 322

Armstrong, David F.

Components of the Increase in College Operating Expenditures Since 1967: An Analysis of the Impact of Inflation, Increased Enrollment, and Increased Costs on the Total Operating Expenditures of Montgomery College.

Montgomery Coll., Rockville, Md. Office of Institutional Research.
Report No.-OIRA-9-3
Pub Date-2 Feb 79
Note-9p.; Revision of a 1978 report
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Cost Indexes, Costs, Economic Factors, *Educational Finance, Enrollment Trends, Expenditure Per Student, *Inflation (Economics), *Junior Colleges, Mathematical Formulas, *Operating Expenses, Tuition
Identifiers-*Higher Education Price Index

The increase in tuition and expenditures at Montgomery College were analyzed through the use of the Higher Education Price Index (HEPI) based upon 1967 dollars. This index gives an indication of the effect of inflation upon a given amount of goods and services. Application of the HEPI to Montgomery College data since 1967 reveals that tuition for county residents has risen by 2.3% as of 1979 ($10.00 to $10.23 per credit hour) in terms of 1967 dollars, while college expenditures per full-time equivalent (FTE) student have risen by 23% ($1018 to $1254). Thus in terms of 1967 dollars, student tuition projected for 1979 represents a smaller proportion of expended funds than it did in 1967. By breaking the increases in operating expenditures since 1967 into components, one finds that the major components of increase have been inflation and an increased enrollment. However, the real cost per FTE student has also increased by a small amount. This last result suggests that quantity and quality of educational services have increased since 1967. The real cost per FTE has declined since 1973, indicating that the College has been successful in combatting inflation during the past six years. Data tables and graphs are used to illustrate study findings. (MB)

ED 170 012 JC 790 325

Wiedman, Phyllis L.

A Study of Women Community College Administrators in California Community Colleges.

Pub Date-May 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Administrator Background, *Administrator Characteristics, Administrator Qualifications, Administrator Selection, Age, *Career Development, Community Colleges, *Females, *Junior Colleges, Sex Differences, Sex Discrimination, *State Surveys
Identifiers-*California

A survey of female administrators in California community colleges focused on biographical information, attitudes toward career development and issues related to being female administrators, advice to aspiring women administrators, and information about the differences between male and female administrators and about frustrations. Of California's 571 administrators, 47 were female; of these, 37 (78.7%) responded. Findings related to career development included: 95% had been in leadership positions throughout their lives; 81% had always planned a professional career, though 70% had not always planned to be administrators; both parents influenced career development; 19% said family responsibilities had delayed their career; 65% had ambitions to advance to higher positions; most respondents had male, rather than female, role models; and 65% never had a female supervisor. The survey also revealed that: 65% felt they, more than males, were required to prove their competence; 65% felt an advantage in being female, though 68% said at times it had been a disadvantage; 46% reported that their family circumstances had been taken into consideration by potential employers; and 35% felt they had been turned down for positions because they were female. Aspiring administrators were advised of the need for diverse experience and training, the desirability of a doctorate, and the need to actively seek leadership roles. (MB)

ED 170 013 JC 790 326

Chausow, Hyman M.
Remedial Education: A Position Paper.
Pub Date-11 Jun 79
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Ancillary Services, Community Colleges, Computer Assisted Instruction, *Educationally Disadvantaged, *Junior Colleges, Low Ability Students, *Mastery Learning, Remedial Instruction, *Remedial Programs, School Holding Power, Skill Development, Student Improvement
Identifiers-Illinois (Chicago)

Extensive commitment to the remedial tracking approach'' over many years by the City Colleges of Chicago has not produced the desired outcomes. The results of several studies indicate that: student achievement in remedial courses has not resulted in improved performance in regular college courses; student and institutional retention is very low; and enrollment in remedial courses has a highly adverse effect upon the student's self-concept. The results of various City Colleges of Chicago studies on low ability students'' employing more recent approaches to corrective learning indicate that: (1) in classes using the mastery learning concept, student achievement and retention are not only superior to those attained in remedial program efforts, but are generally higher than achievement and retention of students in the regular programs and courses taught in non-mastery fashion; (2) well-planned supportive materials and services can compensate for poor college preparation; and (3) cooperative staff and faculty efforts in improving the learning process can result in more successful college learning experiences for more college students. Thus, remediation does not have to come in the form of segregated remedial courses. (Author/MB)

ED 170 014 JC 790 327

Hartnett, Carolyn G.
Measuring Writing Skills.
Spons Agency-Advanced Institutional Development Program Two-Year College Consortium.
Pub Date-78
Note-67p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cognitive Processes, Comparative Analysis, Composition Skills (Literary), Computer Oriented Programs, Computer Programs, Diagnostic Tests, Measurement Instruments, *Measurement Techniques, *Norm Referenced Tests, *Postsecondary Education, Sentence Combining, Standardized Tests, *Student Testing, *Writing, *Writing Skills

Measuring student writing skills can be done holistically, by ranking compositions without enumerating their linguistic, rhetorical, or information features, or atomistically, by viewing compositions as collections of these features. A variety of holistic approaches, including primary score testing, exist. Though their reliability has been questioned, they have content validity and can serve placement purposes. Teacher, peer, and self-evaluation techniques can be applied to holistic approaches. At the other end of the holistic/atomistic continuum are the widely used norm-referenced tests of editing skills, such as the General Education Development Writing Skills Test, Cooperative English Test, Missouri College English Test, McGraw-Hill Basic Skills System, Scott-Foreman Test, Mills' Writing Pre-Test, and the Test of Standard Written English. Critics of these tests cite immeasurable factors that lower the correlation of the quality of a whole essay with the quality of its parts. Recently developed procedures focus on the intellectual processes involved in writing, by measuring syntactic complexity, analyzing linguistic structures, and analyzing the degree of focus. Other recent developments exploit the capabilities of the computer in tabulating specific items such as mature word choice, natural language, and fluency. In addition to describing a pilot study of seven measures of writing ability, this paper describes and evaluates each of the methods of measurement discussed. (AYC)

ED 170 015 JC 790 336

Lombardi, John

Changing Administrative Relations Under Collective Bargaining. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Note-8p.

Pub Type- Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *Collective Bargaining, *College Administration, College Faculty, Community Colleges, *Junior Colleges, Middle Management, Negotiation Agreements, *Teacher Administrator Relationship, Teacher Participation, Unions

Identifiers-*Information Analysis Products

Collective bargaining in community colleges has spread throughout the country since 1966 when the first strike occurred in Michigan. Today, around one-third of public community colleges are operating under such agreements. Collective bargaining changes an informal faculty-administration relationship of unequals into a formal one of nearly equal parties. Because many policies and procedures are spelled out in contracts, administrators may be reduced to ministerial functionaries, especially in areas dealing with salaries, working conditions, and welfare provisions. Except for those in the top ranks, administrators have limited influence in the negotiating process. This deterioration of middle-management influence, plus the improvement of the faculty position through collective bargaining, has caused middle-managers as well to seek benefits through the collective bargaining process. Collective bargaining is accentuating the trend toward greater state control by increasing the authority of the state executive branch in all matters subject to negotiation. One must conclude that collective bargaining is here to stay and that most administrators are making adjustments to the new order. Collective bargaining has not destroyed collegiality, and many ways remain for administrators to demonstrate leadership. (MB)

ED 170 016 JC 790 339

Arrington, Ronald

Financing Community Colleges in the Wake of Proposition 13: Thought and Suggestions.

Pub Date-79
Note-14p.; Graduate seminar paper, University of California, Berkeley
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Economic Change, Educational Finance, Finance Reform, *Financial Support, *Full State Funding, *Junior Colleges, School District Autonomy, *State Aid, *State Legislation, State School District Relationship, Tax Support
Identifiers-*California

The role of the state in funding California's community colleges may change in the wake of Proposition 13 cutbacks. Any system of statewide support must be developed around several assumptions: (1) state support will increase; (2) the college mission will remain unchanged; (3) educational demand will continue to play a substantial role in how the colleges are funded; (4) costs will continue to rise; and (5) equal opportunity must be maintained. Several legislative bills were introduced to resolve the loss of local tax support which have potential effects on historical traditions of apportionment, local tax advantage options, open access, and student aid policies. Optional financing plans call for either full state support or shared state and local support. Each option has advantages and disadvantages. Arguments in favor of full state support are generally based on maintaining the philosophical and legal principles of local control, open access, no tuition, and comprehensiveness. Arguments for shared support focus on the ideas that a greater local tax can be justified by the significant amount of benefits accrued locally, and that tax encourages strong local commitment. Additionally, a shared system of support is designed around the local option concept which offers incentives for districts to find additional sources of income. (MB)

PS

ED 170 017 PS 010 096

Hussin

Indonesia Innovation in the Management of Primary School Construction: A Case Study. Education Building Report 8.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-78

Note-41p.

Available from-UNIPUB, Box 433, Murray Hill Station, New York, New York 10016 ($1.50)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Building Design, *Construction Programs, *Educational Development, Educational Facilities, Educational Finance, Educational Planning, Elementary Schools, Foreign Countries, Guidelines, *National Programs, Program Development, Reports, *School Buildings

Identifiers-Five Year Plans, *Indonesia, *UNESCO

This UNESCO report describes the progress of primary school building development under the second Five Year Plan of the Government of Indonesia. The main objective of the construction program was to increase the enrollement of children of primary school age to 85 per cent of all eligible children. Chapter I provides an historical perspective on primary school construction in Indonesia from the Dutch colonial period to the end of the first Five Year Plan in 1973. Drawing heavily on results of a 1975 survey of the implementation of the national primary school building program in East Java, Chapter II briefly outlines the development of primary education under the second Five Year Plan, 1974-1978. Chapter III discusses the design of the 22,000 school buildings which was standardized except for local variations in materials used. Drawings of alternate site layouts and suggested methods of construction are included. Chapter IV examines the Presidential Instructions to the ministries responsible for implementing the program. Chapter V provides an overview of the instructions of the Minister of Interior to the municipalities. Chapter VI assesses progress and problems of the program. Twelve tables of data and 10 figures as well as several photographs of completed buildings are included in the report. A sample construction contract is appended. (RH)

ED 170 018 PS 010 115

Goldhaber, Dale
Does the Changing View of Early Development Imply a Changing View of Early Education?
Pub Date-78
Note-31p.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development, Developmental Stages, Disadvantaged Environment, *Early Childhood Education, *Early Experience, *Environmental Influences, Preschool Children
Identifiers-*Developmental Continuity, *Life Span Development

This paper critically reviews the theoretical and empirical basis supporting the traditional early experience position formulated by Bloom and Hunt, discusses the factors responsible for the emergence of the newer life span position and the implications of this new view for understanding both the role of early experience and the facilitation of early childhood development. The current re-evaluation of the early experience position from a life span perspective reflects a new zeitgeist'' which is the result of the convergence of five factors: (1) the continuing reinterpretation of Piaget; (2) the increasing usage of transactional developmental methodology; (3) the re-emergence of stage based developmental models; (4) the re-emergence of a strong life span developmental psychology; and (5) the re-emergence of a sympathetic'' understanding of the child. The strong life span view, which sees the degree of influence of early experience as dependent on the existence of mechanisms insuring the continuity of those early experiences, implies the following shifts in emphases towards: (1) a greater appreciation of the distinction between species-specific and culture-specific development; (2) a greater emphasis on the importance of the continuity of educational experiences; and (3) a role for early childhood educators that emphasizes horizontal extension rather than vertical acceleration. (Author/SS)

ED 170 019 PS 010 296

Mussen, Paul

Choices, Regrets, and Lousy Models (with Reference to Prosocial Development).

Pub Date-Aug 77
Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (85th, San Francisco, California, August 26-30, 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, Experimental Psychology, *Individual Development, *Models, Observation, *Prosocial Behavior, *Research Methodology, Research Needs, *Research Problems
Identifiers-*Naturalistic Studies

Research in the development of prosocial behavior in children is better done by naturalistic than by experimental methods. The choice of what problems to address in social science research depends upon value commitments. The ultimate criterion for evaluating research in the behavioral sciences must be social relevance and utility. The dominant model in studying prosocial behavior has been that of experimental social psychology. The resulting research has focused more on the experimentally manipulable aspects of situations than on the characteristics of people. Experimental methods have determined what problems are addressed, rather than vice versa. In addition, the variables have been operationally defined in simplistic ways and investigated in artificial situations. This may aid experimentation, but it has frequently produced findings which are trivial or untrue. There are alternative methods, such as Piaget's methode clinique,'' which are more appropriate for studying such important questions as the way children conceptualize the situations in which they do or do not behave prosocially. These questions and methods are more suitable for acquiring knowledge which has social relevance and utility. Thus, the balance of research effort must be shifted in the direction of more field and naturalistic studies. (Examples of experimental and naturalistic studies are employed in support of this argument.) (Author/BH)

Price, Gary G.

Standardized Achievement Tests for Young Children: An Analysis.

Pub Date-30 Oct 78
Note-18p.; Paper presented at the Big Ten Symposium on Early Childhood Education (Madison, Wisconsin, October 30, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Criterion Referenced Tests, *Early Childhood Education, *Educational Assessment, *Educational Objectives, Educational Philosophy, Elementary School Curriculum, Minimum Competency Testing, Norm Referenced Tests, Preschool Curriculum, *Standardized Tests, *Testing Problems, Test Reliability, Test Validity

This article analyzes potential problems in using standardized achievement tests in early childhood education settings. The first problem discussed is whether the outcomes typically measured by standardized achievement tests are the outcomes about which early childhood educators are most concerned. Second, it is argued that a concern for test reliability must be balanced against whether the tests are appropriately specific or general and what kinds of skills they measure, etc. Third, the problem involved in measuring only intended program outcomes is noted. It is suggested that educators must be concerned that programs meet certain minimal standards (intended or not), that the programs optimize their intended goals, and that the tests should reflect these concerns. Fourth, more specific problems of testing are pointed out, i.e. (1) test items being more appropriate for some curricula than others, (2) items requiring more specialized knowledge than they were intended to test, (3) items being developmentally inappropriate, (4) preparation for the test taking time away from other valuable activities, and (5) the difficulty of testing for traits with delayed effects. Fifth, the difference between broad-domain and narrow-domain tests is explained, and the dangers of organizing the curriculum around these tests are noted. Suggestions are made on using tests and explaining the uses and limitations of tests to the public. (BH)

ED 170 021 PS 010 324

Rothenberg, Dianne, Comp.

Directory of Educational Programs for Adults Who Work With Children.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Association for the Education of Young Children, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-78-008
Note-104p.
Available from-National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 ($3.00, plus $0.30 shipping)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Child Development, Colleges, *Early Childhood Education, *Educational Programs, Higher Education, Junior Colleges, Postsecondary Education, *Preschool Education, Schools of Education, *Teacher Education, Technical Institutes, *Training, Universities
Identifiers-*CDA Credential

This directory provides information on programs in child development and early childhood education offered at technical colleges, two- and four-year colleges, and universities at both the undergraduate and graduate levels. Included in each entry are the institution's name and mailing address, a listing of degrees offered in the areas of child development and/or early childhood education, and the name of a person connected with the program to whom inquiries for additional information can be directed. If an institution offers courses directly related to preparation for the Child Development Associate (CDA) credential, this fact is also noted. Entries are based on data supplied by more than 700 institutions in the United States, Guam and Puerto Rico which responded to the compiler's request for information. (Author/MP)

Jervis, Kathe
Children's Thinking in the Classroom.
North Dakota Study Group on Evaluation, Grand Forks.
Spons Agency-Rockefeller Bros. Fund, New York, N.Y.
Pub Date-Sep 78
Note-64p.
Available from-North Dakota Study Group, Box 8039, University of North Dakota, Grand Forks, North Dakota 58202 ($2.00, plus $0.50 handling charge)
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cognitive Development, *Cognitive Processes, Discovery Learning, *Educational Innovation, Elementary Education, *Experiential Learning, Experimental Schools, *Inquiry Training, Learning Processes, *Open Education, Program Evaluation, Self Directed Classrooms, Teacher Seminars, *Teaching Techniques
Identifiers-*Piaget (Jean)

This autobiographical essay depicts a process of development through which an elementary school teacher becomes both expert and professional. With an MA in Medieval History and no teacher education coursework, the writer adopts a personalistic, unorthodox traditional'' approach to instruction. Exposure to controversy among traditionalists and innovators and involvement in after-school discussions and weekly inservice workshops provides her with a first view of professionals at work on educational questions for which there are no simple and ready answers. Two years of subsequent participation in a Cambridge teachers' seminar, requiring microscopic classroom observation of children's encounters with materials and minute analysis of concrete instances of children's thinking, produces guidelines for managing classroom activity for cognitive outcomes. Then, first hand experience with a school system exclusively committed to behaviorist principles and direct instruction techniques provides clarifying contrast for the writer's emerging philosophical orientation. A need for conceptual integration and a rationale for classroom practice promotes an extensive reading of the Piagetian developmental literature from which she gains the ability to delineate differences between learning theory and developmental approaches to education. The essay continues with a description of the teacher's first cognitively oriented open classroom and a discussion of new questions emerging from her errors and her successes. (Author/RH)

ED 170 023 PS 010 464

Child Health Assessment Act and Increased Medicaid Funding for Puerto Rico. Hearing Before the Subcommittee on Health of the Committee on Finance, United States Senate, Ninety-Fifth Congress, Second Session on H.R. 9434 and S. 1392.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.
Pub Date-14 Aug 78
Note-272p.; Not available in hard copy due to small type
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Children, Dental Health, Economic Disadvantagement, Federal Legislation, Financial Support, *Health Needs, Identification, *Medical Care Evaluation, *Medical Evaluation, *Medical Services, Mental Health, *Policy Formation, Public Health, *Public Health Legislation, Screening Tests
Identifiers-Medicaid

This Congressional hearing records the testimony of administration and public witnesses on H.R. 9434 and S. 1392 and includes the texts of the legislation. H.R. 9434 is an act to amend the social security act to increase the dollar limitation and federal medical assistance percentages applicable to the medicaid programs of Puerto Rico, the Virgin Islands, and Guam. S. 1392 is the Child Health Assessment Act, which provides for the strengthening and improvement of the early and periodic screening, diagnosis and treatment program and broadens medicaid eligibility. Discussions focus on the populations to be covered, in terms of age and condition and cost efficiency of programs. The 65-page final report of the American Association of Psychiatric Services for Children to HEW on developmental review in the early and periodic screening, diagnosis and treatment program is included in the publication. In contrast to simple screening procedures, periodic review of the ways in which development is occurring and the forms it takes is advocated. Also included is a Research Digest Series report titled Uncertainties of Federal Child Health Policies: Impact in Two States'', which reviews two federally supported child health care programs from the original statement of Congressional intent to its questionable delivery at the local level. (RH)

ED 170 024 PS 010 491

Gordon, Ira J. And Others

Aspects of Parent Involvement in the Parent Education Follow Through Program.

North Carolina Univ., Chapel Hill. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Grant-G007701691
Note-18p.; For related documents, see PS 010 487 and PS 010 489-491; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Models, Parent Child Relationship, *Parent Education, *Parent Participation, Parent Role, *Parent School Relationship, Program Descriptions, Program Evaluation, School Community Cooperation, *School Community Relationship
Identifiers-*Community Impact Model, *Parent Education Follow Through Program

This paper reports on the assessment of parent involvement in the Parent Education Follow Through Program (PEFT) which focuses on the development of a home/school/community partnership and stresses the importance of the home learning situation. A pluralistic evaluative approach was used to assess the program. Case study data were collected in several PEFT communities as indicators of the program's impact on social systems impinging on the parent-child relationship, including employment, political activity, cross-cultural communication and general family services. Descriptive data focusing on home visitation by paraprofessionals, parental decision making and attendance at meetings and activities, and parental classroom volunteering were collected and analyzed. Inferential data highlighting the role of parents as teachers of their own children were sought, including assessments of the relationship between program related teaching behaviors and child achievement, and of the effects of the program on members of the family other than the target child. It was concluded that the findings demonstrate the effectiveness of a community impact model which emphasizes fostering multiple parental roles. (Author/BH)

ED 170 025 PS 010 493

Ives, William, Comp.
The Visual Arts and Cognitive Development: An Annotated Bibliography.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-NIE-G-78-0031
Note-42p.; Not available in hard copy due to print quality of the original
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Art Appreciation, Art Education, Artists, Child Development, Children, *Childrens Art, *Cognitive Development, *Creative Development, Imagery, *Perceptual Development, Pretend Play, Research, Symbolic Learning, *Visual Arts, Visual Perception

More than 300 citations of books, articles, and conference papers published primarily within the last 20 years are listed with brief descriptions. The works include discussions of developmental theory, art education, art criticism, aesthetics, and philosophy of science as well as experimental studies. Research topics cover aspects of cognition (perception, imagery, spatial relations, symbolization, representation), art (children's conceptions of art, development of artistic ability, style, art therapy, media comparisons, and so forth), and related areas of developmental research (including creativity, play, fantasy, role-taking, personality). Although material related to adult artists is included, the emphasis is on children. (SS)

ED 170 026 PS 010 510

Casey, Patrick H. Whitt, J. Kenneth

Effect of Pediatric Well Child Care on the Mother-Infant Relationship and Infant Cognitive Development.

Spons Agency-Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date-Mar 79
Note-16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Care, Child Development, *Cognitive Development, Followup Studies, Infant Behavior, *Infants, Intervention, *Mothers, *Parent Child Relationship, *Physicians, Research, *Social Behavior

The purpose of this paper was to examine whether a pediatrician in well child care could promote mother-child interaction in the infant's first 6 months of life, and whether this intervention could affect the infant's cognitive development. Thirty-two mothers and their healthy, first born infants were followed by one pediatrician at 2, 4, 8, 15 and 27 weeks of age. These dyads were randomly assigned to a control group, who received customary care, or to an intervention group, who also received guidance based on the infant's developmental status at each age. Prior to a 27-week visit, the mother-infant relationship was assessed by a person blind to the group assignment. At the same time, infant development was assessed with the Bayley Mental Scale of Infant Development and two of the Uzgiris-Hunt Ordinal Scales. No differences were found on the Bayley M.D.I. or the Object Permanence Scale, but experimental infants were more advanced than control infants on the Vocal Imitation Scale. The intervention group mothers were rated significantly higher than control group mothers on sensitivity, cooperation, appropriateness of interaction, and appropriateness of play. It was concluded that this intervention was effective with both the mother-infant relationship and infant development. (Author/MP)

ED 170 027 PS 010 512

Frey, Karin S. Slaby, Ronald G.

Differential Teaching Methods Used with Girls and Boys of Moderate and High Achievement Levels.

Pub Date-Mar 79

Note-16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement, Elementary School Students, Feedback, Females, Males, Research, *Sex Differences, *Sex Role, Sex Stereotypes, *Teacher Attitudes, *Teaching Methods, Tutoring

The purpose of this paper was to examine how behavioral characteristics (such as achievement level) of children may interact with gender to elicit differential treatment. Subjects were 31 men and 31 women who participated in two tutoring sessions with a fifth-grade pupil. Nine pupils, actually confederates of the experimenter, were trained to play the parts of both a moderate-achieving pupil and a high-achieving pupil. After the first tutoring session, tutors of high-achieving pupils predicted that their pupil would answer more problems correctly than did tutors of moderate-achieving pupils. In both sessions, results show that men asked boys to explain their answers more than they asked girls to explain their answers and that women did not differentiate between girls and boys in the explanations requested. In the second session, differences in the treatment of girls and boys were apparent in the high-achieving condition. Of the four pupil groups, high-achieving girls received the lowest levels of Positive feedback and High-ability statements, significantly less than high-achieving boys. High-achieving girls received the highest levels of Easy-task statements, significantly more than high-achieving boys. These findings are congruent with cultural norms that high achievement is more appropriate for men than for women. (Author/MP)

ED 170 028 PS 010 513

Pellegrini, A. D.

The Functions of Private Speech in Preschool Children.

Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Hypothesis Testing, Language Role, *Mediation Theory, *Play, *Preschool Children, *Problem Solving, Puzzles, Research
Identifiers-*Private Speech, *Verbal Regulation of Behavior

The purpose of the study was to observe the extent to which preschool children's actions were guided by private speech utterances in free play and puzzle solving conditions. A second purpose was to examine how the structure of private speech utterances varied according to the context in which they were uttered. Fifteen preschoolers were videotaped under both conditions. Comparison hypotheses were tested with the Wilcoxon Signed Rank Test. The hypothesis of independence was tested with the Spearman Rank Correlation Coefficient. Analyses suggest that most of the children's actions under both conditions were not guided by their private speech utterances. No significant relationship was found between success on the puzzle task and the amount of task relevant utterances generated while doing the puzzle. Results also indicated that private speech is largely predicted. (Author/MP)

ED 170 029 PS 010 514

Ellis, Shari And Others

Age-Segregation of Children.

Spons Agency-Utah Univ., Salt Lake City. Dept. of Psychology.
Pub Date-Mar 79
Note-11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Age Differences, *Age Groups, Childhood Attitudes, Children, Group Structure, Infants, *Interaction Process Analysis, *Peer Relationship, Research, *Social Relations
Identifiers-*Age Segregation

The purpose of this paper was to explore the age-segregation of U.S. children in two situations children's spontaneous groups and adult-organized activities and to examine the developmental changes in children's companionship between infancy and adolescence. The companionship of 400 urban children ranging in age from 1 to 12 years was determined by spot observations, phone contacts, and interviews. Results showed that while the likelihood of being with same-age companions increased with age throughout childhood, children were frequently in the company of children who differed in age from themselves by at least 2 years; that the likelihood of being in the company of children increased until 7-8 years and then decreased; and that the likelihood of being with an adult companion decreased significantly over childhood. Results also indicated that adult-organized summer programs were not more age-restricted than children's own groups. Comparisons of a subset of these data to a rural Guatemalan sample demonstrated very similar patterns of age-segregation, suggesting that U.S. children's social contacts are less restricted than many authors assume. (Author/MP)

ED 170 030 PS 010 516

Newberger, Carolyn Moore

Child Abuse and the Development of a Parental Consciousness.

Pub Date-Mar 79
Note-17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Development, *Child Abuse, Child Rearing, Clinical Psychology, *Developmental Stages, Interaction Process Analysis, Interpersonal Competence, Intervention, Interviews, *Parent Attitudes, *Parent Child Relationship, Parent Counseling, Parent Responsibility, *Parent Role, Parents, *Perspective Taking, Research

This paper presents a clinical-developmental discussion of eight parents with a history of having abused a child and outlines a larger developmental analysis of parental conceptions about children and child rearing which was validated on a broad cross-section of 55 parents. From logical analysis and empirical interview data, four developmental levels of parental reasoning, which describe an increasingly conceptually adequate understanding of children and the parental role, were identified. The four levels were Egoistic Orientation, Conventional Orientation, Subjective-Individualistic Orientation, and Process or Interactional Orientation. As a group, the eight parents studied expressed significantly lower mean levels of parental reasoning than matched controls. These findings are reviewed in the light of recent advances in clinical approaches to child abuse. The clinical utility of developmental and conceptual approaches to parental functioning is discussed. Parental consciousness and stress factors are reviewed in order to identify interactions which appear to weaken or to protect the parent-child bond. A developmental analysis is said to allow sources of competence and strength as well as sources of vulnerability to be identified. It is noted that consideration of the interactions among the several factors which may influence parenting permits increasingly precise discriminations of how and for whom certain circumstances and characteristics are implicated in seriously troubled parent-child relationships. (Author/MP)

ED 170 031 PS 010 517

Garwood, S. Gray And Others

Effect of Protagonist's Sex on Assessing Gender Differences in Moral Reasoning.

Pub Date-Mar 79

Note-21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *College Students, Females, *High School Students, Hypothesis Testing, Males, *Moral Development, Research, *Sex Differences, Sex Role, Womens Studies

The purpose of this study was to investigate the effects of protagonist's sex on moral reasoning ability. The moral reasoning of 335 white, middle class high school and college students was assessed by Rest's Defining Issues Test (DIT), in either its traditional format (all male protagonists) or an experimental version (all female protagonists). It was hypothesized that each sex should demonstrate higher levels of moral reasoning when responding to dilemmas with same sex protagonists. A Sex by Age by Form Multivariate Analysis of Variance revealed expected and significant age effects but no effects due to protagonist's sex (Form). However, there were significant gender effects, with females typically scoring at higher levels of moral reasoning than males. These findings contradict Rest's claims that the DIT is relatively free of any sex bias. They also contradict claims made by Gilligan (1977), Maccoby & Jacklin (1974), and Holstein (1976). Findings implicate task characteristics as a possible mediating variable promoting gender differences. (Author/MP)

ED 170 032 PS 010 518

Clark, Audrey And Others
The Role of Cognition in Children's Explanations and Preferences for Skin-Color.
Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Differences, *Attribution Theory, *Caucasian Students, *Childhood Attitudes, Cognitive Development, Developmental Stages, Elementary School Students, Perceptual Development, Preschool Children, *Racial Attitudes, *Racial Discrimination, Research
Identifiers-*Skin Color

The purpose of this study was to measure social causality (skin-color attributions) of white children on a Skin-Color Probe, and to explore the developmental concomitants related to children's explanations of skin color. Seventy-two white children, including equal numbers of males and females, were divided into three age groupings (27-59 months, 60-87 months, and 88-115 months). Equal numbers of boys and girls in each age grouping were assigned to two female examiners: one black, the other white. Each child was individually examined on four developmental measures (Clay Tasks, Origin of Night Interview, Picture Task and Skin-Color Probe), and on one skin-color attitude measure (The Preschool Racial Attitude Measure II). It was hypothesized that: (1) the explanations children give for skin-color are influenced by their level of cognitive development; (2) skin-color attributions (social causality) correlated with other classes of attributions (physical conservation, physical causality, and social identity); (3) acquisition of physical concepts precedes acquisition of social concepts and (4) children's skin-color preferences are influenced by their level of cognitive development. Results indicated that the explanations and preferences of children for skin-color were related to their developmental level, that these perceptions and concepts were correlated with perceptions and concepts in other areas, and that operational thinking was achieved more rapidly in relation to physical phenomena than social phenomena. In addition, a significant curvilinear relationship between age and skin-color bias, significant age by cognitive level interaction, and a significant race of tester by cognitive level interactions were found. (Author/MP)

ED 170 033 PS 010 520

Richman, Charles L. And Others

The Consequences of Failing to Imitate.

Wake Forest Univ., Winston Salem, N.C.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.; Public Health Service (DHEW), Washington, D.C.

Pub Date-Mar 79

Grant-MH-21288

Note-9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, Age Differences, Arousal Patterns, *Behavior Development, Cognitive Development, Cognitive Processes, *Emotional Response, *Imitation, *Infant Behavior, Infants, Modeling (Psychological), Research

This demonstration study examines the affective reactions of infants when they imitate or fail to imitate play behavior modeled by an adult. Subjects were twenty-four 18-month-old and twenty-four 24-month-old male and female infants. Each infant visited the laboratory twice with an inter-session interval of 48 hours. At each session, the infant engaged in 10 minutes of free play amid an array of 23 objects and then was asked to watch an adult play with the objects. The adult either scattered the objects or formally modeled three acts. Ten minutes of free play followed the last modeled act. Distress behaviors (fretting-crying and attempts to leave), language, and imitation of one or more of the modeled acts were recorded. Results indicated a substantial increase in distress for those subjects who failed to imitate. Distress decreased for those subjects who imitated. Distress did not occur when the infant imitated at least one act and rarely occurred when the children who observed the modeled acts were younger than 15 months or older than 30 months of age. Further, 50% of the 24-month-old children showed deferred imitation over the 48-hour interval between sessions by imitating in the second session acts modeled in the first. These results are discussed briefly in terms of the child's development of standards. (Author/RH)

Asher, Steven R. And Others
Peer Acceptance and Social Skill Training: The Selection of Program Content.
Pub Date-Mar 79
Note-18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Childhood Friendship, Children, *Developmental Programs, *Interpersonal Competence, Interpersonal Relationship, *Peer Relationship, *Psychological Studies, Research, *Research Methodology, *Skill Development, Social Relations, Sociometric Techniques
Identifiers-*Social Competence

This article reviews literature on peer acceptance of children and briefly discusses a study of the social skill correlates of peer acceptance. The importance of being able to form friendships for the child's later development and the importance of programs which maximize this ability are noted. There is a review of literature on programs which attempt to promote children's social relations by improving the social skills correlated with sociometric measures of social competence.

The issue of deciding precisely which skills should be taught is discussed briefly. The problems of finding observable measures of social skills are explained. A method of studying social skills is proposed in which hypothetical social situations are presented to children (in pictures and stories) and the children are asked how they would deal with those situations. A study is described in which 65 high- and low-popularity kindergarteners were individually shown nine hypothetical situations. It was found that unpopular children were more likely to suggest physically aggressive responses, and were less resourceful than popular children. Additional analysis revealed that although the two groups did not differ in the assertiveness of responses, popular children's responses were rated as significantly more relationship-enhancing and more effective. The use of these strategies in social skill training programs is discussed. Three examples of the hypothetical situations are appended. (Author/BH)

ED 170 035 PS 010 534

Coleman, Joyce H.

Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module VIII.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-HEW-6-C-11

Note-71p.; For other modules in this series, see PS 010 535-542; Check list may be marginally legible due to print quality

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biculturalism, *Bilingual Teachers, Check Lists, Child Care Workers, *Cognitive Development, *Cognitive Processes, Concept Formation, Concept Teaching, Early Childhood Education, Instructional Materials, *Learning Modules, Perceptual Development, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Teaching Techniques, Training

Identifiers-*CDA, CDA Competency 2, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the seventh in a series of 16, provides an introduction to cognitive development in young children for bilingual/bicultural preschool teacher trainees. Perceptual skills (visual, figure-ground, part-whole, spatial, auditory and tactile discrimination) and cognitive processes and concepts (remembering, discriminating, inferring, analyzing, evaluating and problem solving) are discussed in the first two sections of the module. Influences on cognitive development such as physical maturation, opportunities for learning, intelligence, cognitive style, culture, guidance in learning, personality and language are explored. Strategies for enhancing cognitive abilities in children are recommended; these include asking questions whose answers require the use of cognitive processes and verbally modeling thinking processes. A 6-step technique for teaching new concepts to preschool children is outlined. The module contains a chart of cognitive development from birth to 6 years of age, a perceptual and a cognitive skills check list and guidelines for using the skills check lists. This module focuses on specific behaviors that directly relate to CDA Competency 2. (RH)

ED 170 036 PS 010 535

Coleman, Joyce H.

Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module IX.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-HEW-6-C-11

Note-38p.; Check list may be marginally legible due to print quality

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biculturalism, *Bilingual Teachers, Check Lists, Child Care Workers, *Child Responsibility, Classroom Environment, Early Childhood Education, Infants, Instructional Materials, *Learning Modules, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Self Care Skills, Training

Identifiers-*CDA, CDA Competency 3, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the ninth in a series of 16, provides a guide to developing self-help skills in children in a bilingual, multicultural environment. Designed for bilingual/bicultural preschool trainees, the module discusses four principles of self-help development, lists factors to consider in planning self-help classroom exercises, and suggests facilitative changes teachers can make in the classroom setting. Teacher behaviors which can positively influence the development of children's self-help skills are emphasized. A chart indicates a sequence of self-help skill development from birth to 6 years of age. A self-help skills check list and check list guide are included. This module focuses on specific behaviors that directly relate to CDA Competency 3. (RH)

ED 170 037 PS 010 536

Coleman, Joyce H. And Others

Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module X.

Our Lady of the Lake Univ., San Antonio, Tex.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Grant-HEW-6-C-11
Note-51p.; For other modules in this series, see PS 010 534-542
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Biculturalism, Bilingual Education, Bilingual Teachers, Child Care Workers, *Class Management, *Discipline Policy, Discipline Problems, Early Childhood Education, Instructional Materials, *Learning Modules, Mexican Americans, Misbehavior, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Rewards, Sanctions, Spanish Speaking, Training
Identifiers-*CDA, CDA Competency 1, CDA Competency 4, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the tenth in a series of 16, focuses on developing classroom management skills among trainees in a competency-based bilingual/bicultural preschool teacher training program. The text of the module deals with providing a supportive environment, setting up classroom rules, using teaching techniques which minimize disruptive behavior, specifying and rewarding desirable behavior, and stopping misbehavior appropriately. The module includes trainee learning activities and a pretest and a posttest of the trainee's understanding of the material. The module focuses on specific behaviors which directly relate to CDA Competencies 1 and 4. (BH)

ED 170 038 PS 010 537

Coleman, Joyce H.

Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Devopment Associate Pilot Project: Module XI.

Our Lady of the Lake Univ., San Antonio, Tex.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Grant-HEW-6-C-11
Note-56p.; For other modules in this series, see PS 010 534-542
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biculturalism, *Bilingual Teachers, Child Care Workers, Child Rearing, Early Childhood Education, Experiential Learning, Health, Instructional Materials, *Learning Modules, Nutrition, *Parent Child Relationship, *Parent Participation, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Training
Identifiers-*CDA, CDA Competency 1, CDA Competency 5, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) module, the eleventh in a series of 16, accents the important role that parents play in the education of their children. Designed for bilingual/bicultural preschool teacher trainees, the module contains a brief introduction stressing the importance of the parent-child relationship and provides guidelines for involving parents in their child's learning at home and in school. Several suggestions for working with parents are made. Guides for parents who conduct home learning activities are offered. Emphasis is placed on talking with and listening to children, reading and telling stories, and the use of ordinary household objects to develop cognitive, conceptual and motor skills. The final sections of the module focus on nutrition and health. Minimum daily required nutrients are listed and a table of ethnic food composition is provided. Signs of illness which teachers and parents should recognize are indicated and the importance of immunization is pointed out. This module focuses on specific behaviors that directly relate to CDA Competencies 1 and 5. (RH)

ED 170 039 PS 010 538

de Celis, Margarita
Juegos - Cuentos - Cantos - Y - Rimas. Programa Piloto de Entrenamiento Para El Asociado Bilinque y Bicultural En El Desarrollo del Nino: Guia XII Our Lady of the Lake Univ., San Antonio, Tex.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Grant-HEW-6-C-11
Note-75p.; For other modules in this series, see PS 010 534-542
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biculturalism, *Bilingual Teachers, Child Care Workers, *Class Activities, Early Childhood Education, Instructional Materials, *Language Enrichment, *Learning Modules, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, Training
Identifiers-*CDA, CDA Competency 2, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the twelfth in a series of 16, is designed for preschool teachers and paraprofessional trainees and contains (in four separate sections) games, stories, songs and rhymes in Spanish that can be used in a bilingual, multicultural classroom setting. The module, written in Spanish, offers objectives, techniques, and activities for each of the four sections. Stressing the special use of fantasy for augmenting language and motor development, the module includes 13 traditional fairy tales, directions for 21 group games and more than 25 traditional Spanish songs and rhymes for children. This module focuses on specific behaviors that directly relate to CDA Competency 2. (CW/RH)

de Celis, Margarita
Artesanias Mexico - Americanas. Programa Piloto de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XIII
Our Lady of the Lake Univ., San Antonio, Tex.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Grant-HEW-6-C-11
Note-50p.; For other modules in this series, see PS 010 534-542
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Art Activities, *Art Education, Biculturalism, *Bilingual Teachers, Child Care Workers, Early Childhood Education, Instructional Materials, *Learning Modules, *Performance Based Teacher Education, Postsecondary Education, Preschool Children, *Preschool Teachers, Training
Identifiers-*CDA, CDA Competency 2, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the thirteenth in a series of 16, provides creative experiences with arts and crafts for young children. Designed for preschool teachers and paraprofessional trainees, the Spanish text offers a variety of craft activities. A list of materials necessary, step-by-step directions and illustrations are included for each activity. Many of the projects have their origin in traditional Mexican and Mexican-Indian culture (pinata, cruz huichol) and can be used as supplemental activities to lessons on the culture and history of Mexico. This module focuses on specific behaviors that directly relate to CDA Competency 2. (CW/RH)

ED 170 041 PS 010 540

Smith, Teresa R.

Teaching Concepts to Young Children Through Cultural Cooking Experiences. Bilingual/Bicultural Child Development Associate Pilot Project: Module XIV.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-HEW-6-C-11

Note-53p.; For other modules in this series, see PS 010 534-542

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biculturalism, *Bilingual Teachers, Child Care Workers, *Cooking Instruction, Curriculum Enrichment, Early Childhood Education, Instructional Materials, Learning Modules, Mexican Americans, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *School Activities, Spanish Speaking, Training

Identifiers-*CDA, CDA Competency 1, CDA Competency 2, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) module, the fourteenth in a series of 16, suggests ways concepts can be taught by involving preschool children in carefully planned classroom cooking activities. Designed for bilingual/bicultural preschool teacher trainees, the module provides tips on food preparation as a learning experience. Required materials, equipment and safety rules are indicated and a guide to planning and presenting cooking activities, including four sample lessons, is provided. The module includes 28 recipes (ranging from gorditas de manteca to marshmallow popcorn balls), techniques and activities for following up and reinforcing cooking experiences and several Spanish songs, rhymes and riddles. This module focuses on specific behaviors that directly relate to CDA Competencies 1 and 2. (RH)

ED 170 042 PS 010 541

Coleman, Joyce H.

Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module XV.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-HEW-6-C-11

Note-106p.; For other modules in this series, see PS 010 534-542; Parts marginally legible due to broken type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Responsibility, *Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Early Childhood Education, *Educational Development, Educational Resources, Evaluation Needs, Instructional Materials, Learning Modules, Mexican Americans, Organizational Communication, *Performance Based Teacher Education, Postsecondary Education, *Preschool Teachers, *Program Administration, Recordkeeping, Spanish Speaking, Staff Improvement, Training

Identifiers-*CDA, CDA Competency 6, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the fifteenth in a series of 16, focuses on preparing trainees in a bilingual/bicultural preschool teacher training program for their administrative responsibilities as CDA staff members. The first section briefly discusses verbal, non-verbal and tactile communication and suggests five principles related to effective staff communication. The second section identifies the responsibilities of and requirements for different positions in a CDA program. The third section discusses recordkeeping and provides samples of records used by CDA staff (e.g., attendance records and requisition forms). The fourth section explains how to acquire classroom materials and suggests sources for these materials. The fifth section discusses the usefulness of evaluations and the different forms they can take. The module includes trainee learning activities, and a pretest and a posttest of the trainee's understanding of the material. The module focuses on the specific behaviors which directly relate to CDA Competency 6. (BH)

ED 170 043 PS 010 542

Coleman, Joyce H. And Others

Helping Young Children Develop a Positive Self-Concept. Bilingual/Bicultural Child Development Associate Pilot Project: Module XVI.

Our Lady of the Lake Univ., San Antonio, Tex.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-78

Grant-HEW-6-C-11

Note-44p.; For other modules in this series, see PS 010 534-541

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biculturalism, *Bilingual Education, Bilingual Teachers, Child Care Workers, Cultural Awareness, *Cultural Differences, Early Childhood Education, Educational Environment, Family Influence, Instructional Materials, Learning Modules, Mexican Americans, *Performance Based Teacher Education, Personal Values, Postsecondary Education, *Preschool Teachers, *Self Concept, Self Esteem, Spanish Speaking, Teacher Attitudes, Training

Identifiers-*CDA, CDA Competency 2, Child Development Associate, Texas (San Antonio)

This Child Development Associate (CDA) training module, the last in a series of 16, focuses on preparing trainees in a competency-based bilingual/bicultural preschool teacher training program to help Mexican American children to develop positive self-concepts. The first four sections of the module text deal with the effects of the following factors on the development of the child's self-concept: (1) interactions with family members in the home, (2) teachers' attitudes and expectations (with emphasis on negative attitudes toward Mexican Americans and Spanish accents), (3) conflicting cultural values (e.g., cooperativeness vs. competitiveness) and (4) attention to arranging the school environment so that it expresses a positive attitude toward the child's culture. The final section of the text suggests techniques and strategies for the selection and presentation of activities which enhance the child's development of a positive self-concept. The module includes trainee learning activities, and a pre-test and a posttest of the trainee's understanding of the material. The module focuses on the specific behaviors which directly relate to CDA Competency 2. (BH)

Schuman, Davida R. Relihan, Juliette L.

Effects of Training in the Use of an Organizing Strategy with Young Inner-City Children.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abstract Reasoning, *Classification, *Cognitive Ability, *Disadvantaged Youth, Elementary School Students, Logic, *Logical Thinking, Low Income Groups, Mnemonics, Research, Retention Studies, Thought Processes
Identifiers-*Piaget (Jean)

This stud, investigates the training of inner-city first and second graders in Piagetian classification skills. Twenty boys and 20 girls were pretested for necessary baseline knowledge and were randomly assigned to experimental and control groups. Both groups were given training programs intended to assist the children in developing classification skills which lead to mastery of class inclusion. The experimental condition was directed toward helping the child recode the task elements at superordinate and subordinate class levels. The control group was not helped to recall class hierarchies. Each child was trained individually on six specific classification skills (resemblance, consistent and exhaustive sorting, horizontal resorting, dual class membership and class inclusion) in 20-minute sessions on 4 consecutive days, posttested on the fifth, and given the pretest 4 to 6 weeks later as a test of retention. While both experimental and control group members improved in classification ability, experimental group members in both the first and second grades improved much more than did controls. Further, many more experimental group members maintained their higher level of performance after 4 to 6 weeks. It is concluded that teachers should analyze the tasks they require of young children and provide their students with strategies which organize the features of tasks to be performed. (Author/RH)

ED 170 045 PS 010 545

Lichtenstein, Robert

Classificational Methods for the Psychometric Evaluation of Screening Procedures.

Pub Date-Mar 79

Note-13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Decision Making, *Identification Tests, Psychometrics, Reliability, Research, *Screening Tests, *Statistical Analysis, Statistical Data, Validity

Identifiers-*Qualitative Data

The trend towards using screening programs to facilitate early identification of developmental or learning problems has accentuated the need to establish reliable and valid screening procedures. Researchers in this area must recognize that the dichotomous decision-making function of screening (i.e., to refer or not refer a child for further assessment) requires psychometric evaluation methods which are suited to this function. Traditional reliability and validity coefficients, frequently applied to screening procedures, are designed to express relationships between continuously-scored predictors and criteria. For a screening procedure, however, only classificational (i.e., group membership) distinctions are of consequence; measurement variance within the group of referred or non-referred individuals is irrelevant in evaluating a discrete screening outcome. A contingency table showing the cross-tabulation of a dichotomous screening predictor and a dichotomous criterion variable is commonly used to represent screening decision hit rate. A standard index for summarizing the predictor-criterion relationship in such a table has yet to be established. In reviewing alternatives, a measure which strategically weights the false positive and false negative error rates seems preferable. A cross-classificational model for dichotomous test and criterion measure and a compendium of cross-classificational indexes are included. (Author/RH)

ED 170 046 PS 010 546

Bradbard, Marilyn R. Endsley, Richard C.

The Effects of Sex-Typed Labeling on Preschool Children's Information-Seeking and Retention.

Pub Date-Mar 79

Note-13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Cognitive Processes, *Information Seeking, Memory, *Novelty (Stimulus Dimension), *Preschool Children, Recall (Psychological), Research, *Retention, *Sex Differences, *Sex Role, Sex Stereotypes, Tactual Perception

The main purpose of this study was to address this question: When preschool children are exposed to novel objects, will their tactual and verbal information-seeking about these objects and the amount of information they remember about these same objects be influenced by whether an adult labels them as things for girls'' or for boys''? Thirty-six white children (18 girls, 18 boys; mean age 66.2 months) participated in a semi-structured play session during which they were allowed to explore six stimulus objects, randomly arranged in three sets of object pairs (pizza cutter, burglar alarm; metal phone index with pop-up cover, magnetic nail finder; plastic number puzzle, hole puncher). At the outset of each session the experimenter named each object for the child and asked him/her to repeat and remember the name, then she randomly labeled one set of objects for boys'', one for girls'', and one for both boys and girls'' so that in each session each child was simultaneously exposed to a (a) same-sex, (b) opposite-sex, and (c) both sexes labeling condition. Later, children were asked to recall the names of objects. Findings revealed that children tactually explored less frequently, asked fewer questions and recalled the names of objects less frequently when they were labeled for the opposite sex than when they were labeled either for their own sex or for both sexes. Children also explored less and recalled the names of objects less frequently when they were labeled for both sexes than when they were labeled for their own sex. The findings also revealed that younger children's recall appeared to be slightly affected by the two labeling conditions, both sex and opposite-sex, while the other children were affected by only the opposite-sex label condition. (Author/MP)

ED 170 047 PS 010 547

Kraut, Alan G. And Others

Familiarization and the Development of Attention: Verbal vs. Non-Verbal Materials.

Pub Date-Mar 79
Note-12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Attention, Cognitive Processes, Color, Decoding (Reading), Elementary Education, *Elementary School Students, Novelty (Stimulus Dimension), *Reaction Time, Reading Ability, Research, *Verbal Stimuli, *Word Recognition

This study focused on two questions concerning children's attention to verbal stimulus: How do children of different reading ability attend to repeatedly presented words? Are there differences in children's patterns of attention to words as compared to less meaningful materials? Toward the end of an academic year, 40 first-graders and 40 fifth-graders were divided into two groups; a word group and a color group. In the word group, 20 children from each grade level, observed 30 3-second slide presentations of one of several common four-letter words (all words were in the vocabularies of the first graders). In the color group, the remaining 20 children from each level, observed 30 3-second slide presentations of one of two colors, either red or blue. Following this familiarization, children from both groups participated in a 40-trial choice reaction-time task. For the word group, the familiarized word was one target and a novel word was the second target. For the color group, the familiarized color was one target and a novel color was the second. The major result of the study was an interaction of grade, group, and stimulus type. Fifth-graders responded slower to the familiarized stimulus when responding to colors, but faster to the familiarized stimulus when responding to words. In contrast, first-graders responded slower to the familiarized stimulus regardless of whether they were responding to colors or words. The findings suggest that the process by which words are encoded by beginning readers may be very different from the process used by more mature readers. (MP)

ED 170 048 PS 010 550

Status of Day Care in Canada 1978: A Review of the Major Findings of the National Day Care Study 1978.

National Day Care Information Centre, Ottawa (Ontario).

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).

Pub Date- 79

Note-29p.; For earlier reviews, see ED 119 867, ED 135 488, and ED 162 745

Language-English; French

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Groups, *Child Care Centers, *Day Care Services, *Enrollment, *Family Day Care, Financial Support, Mothers, *National Surveys, Nonprofit Organizations, *Public Support, Research, School Space, Working Women

Identifiers-Canada

This paper, presented in both English and French, reviews the major findings of the 1978 National Day Care Study in Canada. Among the findings: (1) the number of spaces in day care increased slightly (from 81,651 in 1977 to 82,279 in 1978); this increase is attributable to the expansion of family day care: while spaces in day care centers decreased from 1977 to 1978 by 1601, family day care spaces increased by 2229 over 1977; (2) more than three-quarters of the children enrolled in day care centers are between the ages of 2 and 6; (3) an estimated 5.73% of children under age 2 of working mothers and 12.65% of children between age 2 and 6 of working mothers are enrolled in day care, but only .39% of children age 6 and over (but under 15 years of age) of working mothers are enrolled in day care; (4) about half of all the day care spaces in Canada are being subsidized, and about 95% of all the children in non-profit centers are subsidized. Field observations suggest that the status of day care in 1979 will remain substantially unchanged over 1978. (MP)

ED 170 049 PS 010 555

Foster Parenting.

Little (Arthur D.), Inc., Washington, D.C.

Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date-Dec 78

Contract-J-LEAA-013-77

Note-77p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Educational Needs, *Educational Programs, Foster Children, *Foster Family, Foster Homes, Program Improvement, *Selection, *Teaching Methods, *Training, Training Techniques

This manual provides information on the recruitment, selection and training of foster parents. Part I stresses methods for effectively recruiting and screening foster parents including: defining foster parent roles and responsibilities; targeting groups of potential foster parents; developing recruitment strategies; conducting initial and in-depth screening; and using screening information to assess foster parent training needs. Part II presents a foster parent training course, and suggests guidelines for working with adults in groups (role play, visual aids, discussion techniques). The appendices provide descriptions of five foster parent training curriculums including availability information and references to books, tapes and films relevant to selection and training. (Author/MP)

ED 170 050 PS 010 556

Yaukey, Thomas Daniels

Role Play and Language Growth: Strategies for Imaginative Experiences.

Pub Date-79

Note-24p.; Not available in hard copy due to print quality of the original

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavior Development, *Classroom Materials, Classroom Techniques, Communication Skills, Dramatic Play, Imagination, *Language Development, Language Enrichment, *Pretend Play, *Role Playing, *Teacher Role, *Teaching Techniques

Research findings indicate that role play can contribute to children's language growth through furthering: (a) growth in imaging, (b) increased recall, (c) discriminative listening, (d) development of novel forms of communication, (e) learning of socially appropriate communication, and (f) motoric actions. Teachers can facilitate role-playing by providing abundant and various instructional and constructional materials and real and toy objects. Teachers can unobtrusively influence the imaginative play of their students by (1) providing clock time in the classroom for the children to become familiar with materials, (2) gathering information on the children's immediate interests, desires and concerns and using the current information to provide direction for role play, (3) encouraging children to tell, express and show their thoughts and feelings as vividly as possible, (4) providing open-ended comments and suggestions, (5) altering the materials to suggest new uses, and (6) introducing new objects into the role play situation. (Author/RH)

ED 170 051 PS 010 558

Baenen, Nancy R. And Others

Perceptions of Parenthood and Infant Development: A Comparison of the Views of High School Students, College Students, and Expectant Parents.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, Child Development, Child Rearing, College Students, Educational Research, *Expectation, High School Students, *Knowledge Level, Parent Education, *Parenthood Education, *Parent Role, Parents, Postsecondary Education, Research, Secondary Education, Self Evaluation

The perceptions of middle class expectant parents, unmarried college students, and high school students about parenthood are compared in this study. A survey administered to these groups in Austin, Texas, indicated three major results. (1) Parents-to-be are more realistic than students about the pace of development of infants. College students are more accurate than high school students on a few items, and females are more realistic than males on a few items. (2) Parents-to-be are more confident in their ability to care for an infant, even though their levels of previous child care experience do not differ from those of the students. High school students are more confident in some of their abilities than college students, and females are more confident than males overall. (3) All three groups expect some changes in their lives after the birth of a child they expect to spend less time with friends, eat out less, have more financial worries, but be happier overall. Parents-to-be expect less change than college students overall, and college students expect somewhat less change than high school students. Thus, parents-to-be were found to have the most information on child development, the most confidence in their ability to care for a child, and the most positive attitude toward children and parenthood. It is suggested that these findings may indicate that parenthood education courses should be offered in the high schools and colleges to increase students' knowledge in these areas and help them make more informed decisions about whether and when to become parents. (The questionnaire used is appended.) (Author/BH)

ED 170 052 PS 010 559

Carpenter, C. Jan And Others
The Relation of Children's Activity Preference to Sex-Typed Behavior.
Pub Date-Aug 78
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Research, *Conformity, *Feedback, Models, *Play, *Preschool Children, Preschool Education, Sex Differences, *Sex Role, *Socialization
Identifiers-Structured Activities, Unstructured Activities

The relationship between aspects of preschool socialization experiences and sex-typed behavior was investigated in this study. Three hypotheses were tested: (1) that preschool play activities differ consistently in structure level, (2) that there are sex differences in participation in activities classified as high or low structure, and (3) that children of both sexes are more compliant in highly structured activities and show more novel use of materials and self-initiated activity changes in low structure activities. The behaviors and activities of 83 children, ages 2 1/2 to 5, and their teachers in five preschool classrooms were coded by trained observers during daily free-choice activity periods. The activities were coded for degree of structure by the amounts of individual and group feedback provided by the teacher. An additional index of structure consisted of a parent questionnaire concerning availability of an adult model in the home for 20 analogous activities. Preschool activities were found to differ in level of structure on all indices. Boys participated more than girls in the low-structure activities, and girls participated more than boys in the high-structure activities for all indices. Compliance occurred more often in the high- than low-structure activities as indexed by feedback, but the reverse occurred on the index of modeling. Novel behavior occurred more often in low-structure activities on the index of individual feedback. Compliance and novelty were a function of activity, not of sex. Sex differences independent of activity were found only for self-initiated activity. (Author/SS)

ED 170 053 PS 010 561

Garrity, Linda I.

Sex Differences in the Relationship of Recall to Subvocal Speech in Preschool Children.

Pub Date-Sep 78
Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *Cognitive Processes, *Followup Studies, Pictorial Stimuli, *Preschool Children, *Recall (Psychological), Research, *Sex Differences
Identifiers-*Subvocal Speech

The purpose of this followup electromyographical study was to gain further insight on previous research findings indicating that subvocal speech is significantly correlated with recall for preschool boys but not for girls. Twenty-two preschool children (11 boys, 11 girls; 50-67 months old) participated in 12 trials using high-labial and low-labial pictures as the stimuli. Each trial consisted of a stimulus presentation period (SPP), and a 20-seconds pre-recall delay period (DP). To facilitate comparison, the children were divided into four subgroups; younger and older boys and younger and older girls, all similar in IQ. The major findings showed that: (1) the older boys' subgroup was the only one that obtained significant correlations between recall and subvocal speech; (2) the young girls' subvocalization during picture presentation tended to occur independently of delay-period subvocalization, whereas young boys either subvocalized during both the picture presentation period and the delay period, or during neither period; (3) all four subgroups vocalized on almost all zero-recall trials; (4) 47% of the pictures not subvocalized by the younger girls were recalled; 25 to 27% of the pictures not subvocalized by older girls and younger boys were recalled, whereas, only 9% of the pictures not subvocalized by older boys were recalled. In conclusion, it appears that girls are relying upon methods other than subvocal speech to help them recall. (Author/MP)

ED 170 054 PS 010 562

Kun, Anna

Perceived Additivity of Intrinsic and Extrinsic Motivation in Young Children.

Pub Date-Aug 78

Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory, *Childhood, Children, *Cognitive Development, Locus of Control, *Motivation, Play, Psychological Studies, Research, Rewards, Social Development

Identifiers-*Intrinsic Motivation

A total of 141 children, aged 6 to 10 years, were read eight illustrated attribution problems involving play and non-play behaviors and were asked to infer information concerning the story character's intrinsic or extrinsic motivation for the behaviors. Children were grouped into three age levels (mean ages 5.9, 8.8 and 10.3 years) for analysis of developmental effects. In each age group, half the children were given information about the story character's intrinsic motivation and were asked to infer extrinsic motivation, and half were given the reverse. The intensity of the depicted behaviors was also varied. It was hypothesized that, contrary to the overjustification hypothesis in attribution theory, young children would perceive that extrinsic rewards add to, rather than undermine, the contribution of intrinsic motivation in play behavior, and that this effect would be a simple additive function. Results confirmed the hypothesis: when the story character was given a reward, 6-year-olds inferred greater intrinsic motivation whereas 10-year-olds inferred less intrinsic motivation. A similar pattern occurred in the reverse condition. Attribution of the non-play behaviors did not change with age. Functional measurement analysis revealed that simple addition and subtraction operations characterized the children's judgments. (Author/SS)

Fagot, Beverly I.

Sex Determined Consequences of Different Play Styles in Early Childhood.

Pub Date-Sep 78
Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, Factor Analysis, Feedback, *Peer Relationship, *Play, *Preschool Children, Research, *Sex Differences, *Teacher Attitudes, Teacher Behavior

The purpose of this 2-year study was to examine the relationship of choice of play-style and sex of child to the type of feedback (positive or negative) children receive from teachers and peer groups for their behavior. A list of 33 child behaviors and 15 teacher and peer reactions was used to observe the behavior of 67 children (32 boys and 35 girls, 18-58 months old). Each child was observed in a predetermined order once every 5 minutes for 5 seconds with the child behavior, the reactors (peer or teacher), and the reactions being coded. The results were discussed in terms of high and low scores on four factors: (1) high task complexity (2) high social cooperation (3) activity level, and (4) passive-withdrawn behavior. Among these results it was found that children high on factor 1 received more positive teacher feedback, while children low on this factor played alone significantly more and received more negative teacher feedback. Children high on factor 2 received more positive teacher and peer feedback; within this group, girls received more positive teacher feedback and they played alone less than boys. Children high on factor 3 received more peer comment and more teacher criticism. A significant sex difference was found on factor 4 with girls receiving more positive teacher feedback than other groups. Further analysis, in four different combinations of loadings on factors 1 and 3, was carried out on two girls and two boys who were above and below the mean for each of the four factors; results were discussed. (MP)

A Needs Assessment of Texas Child Care Administrators with Implications for Potential Training Strategies.

North Texas State Univ., Denton. Coll. of Education.
Spons Agency-Texas State Dept. of Human Resources, Austin.
Pub Date- 77
Note-151p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Administrator Attitudes, *Administrator Characteristics, Administrator Education, *Child Care Centers, *Educational Needs, *Educational Programs, Institutes (Training Programs), *Needs Assessment, Postsecondary Education, Professional Training, Research, State Surveys, Training
Identifiers-*Texas

This report describes selected characteristics of child care administrators practicing in Texas and attempts to ascertain if these child care administrators have specific training preferences and/or needs. The administrator characteristics addressed were categorized as follows: (1) general demographic information, (2) types of child care facilities represented in the research sample, (3) types of training opportunities which have been available and of which practicing child care administrators have availed themselves, (4) types of training needs perceived by child care administrators, (5) identification of emergent professionalization trends for child care administrators, and (6) specific needs for future administrators. Data were compiled from a survey of 98 child care administrators from the Texas Department of Human Resources (TDHR) Region 05, and from a statewide survey of 135 day care administrators. Findings indicate that: (a) a growing number of child care administrators possess college degrees or at least some college experience which points to a need for multi-level provisions for continuing education; (b) many are interested in taking courses, as indicated by the number of courses related to administration already taken, or by a stated desire to continue in professional training; (c) a growing professionalism exists among child care administrators which is reflected by their concern with standards, improvement of services, and active involvement with professional groups; and (d) the TDHR appears to have played a significant part in the improvement of child care services and in the provisions of training opportunities. Some recommendations and implications for future training of child care administrators are discussed. (MP)

ED 170 057 PS 010 567

Nicholls, John G.

The Development of Cognitive Mediation of Difficulty Level Preferences with Different Difficulty Cues.

Pub Date-Mar 79

Note-18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Cognitive Development, *Cognitive Processes, *Complexity Level, Elementary School Students, *Mediation Theory, Models, Research, Research Design

This study examines the development of children's preference for task difficulty levels. Subjects were 78 boys and 66 girls, aged 63 to 105 months. The sample was separated into older and younger groups. Within each age group, half the children of each sex were randomly assigned to one of two forms to test their level of aspiration. Subjects were shown three boxes which, they were told, contained puzzles. In Form I, numbers of children who could do each task (most, about half, only a few) were communicated to subjects orally and with reference to three color-coded cards, one placed on each box. In Form II, the tasks were described as easy,'' not easy or hard,'' or hard.'' Cards with E, M, and H were placed on the boxes. Children's beliefs about the task on which it would be most impressive to succeed were elicited. Results indicate that young children prefer easy tasks under both the labeling and performance norm conditions. They do not understand that difficult tasks demand more ability than easy tasks nor that it is more impressive to succeed on difficult tasks. The abstractness of difficulty cues, rather than the cognitive demands of inferring difficulty and ability from performance norms, is said to account for young children's preference for easy tasks. The advantage of describing development in terms of maturity of cognitive mediators (understanding difficulty cues) rather than changes in overt behavior (difficulty level preferences) is emphasized. (Author/RH)

ED 170 058 PS 010 569

Hewett, Kathryn And Others

Design Report Draft Evaluation of the Child and Family Resource Program. Volume I.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-AAI-78-111
Pub Date-19 Mar 79
Contract-105-77-1035
Note-121p.; For Volume II, see PS 010 570 ; Not available in hard copy due to marginal print quality
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Children, Community Resources, Early Childhood Education, Evaluation Criteria, *Evaluation Methods, Family (Sociological Unit), *Family Programs, *Family Resources, Infants, Intervention, Longitudinal Studies, Low Income Groups, *Program Evaluation, Research Methodology, *Social Services
Identifiers-*Child And Family Resource Program, *Project Head Start

This volume briefly describes the Child and Family Resource Program (CFRP) and presents the evaluation study design for CFRP. The program, funded at 11 sites across the country as a Head Start Demonstration program, is intended to develop models for providing services to low-income families with children from birth to eight years. The 6-year longitudinal evaluation will include data from all 11 sites, but at six sites the evaluation will focus on families with a child under the age of one who entered the program in 1978, and a comparison group of families not in the program at each of these sites. The research questions, analytic methods and major variables to be investigated are discussed. Three elements of the evaluation are explicated in relation to the three sub-studies: The Descriptive Program Study of all 11 CFRP sites, the In-Depth Study of families and staff in CFRP, and the Impact Study of the program families and comparison groups at six sites. Three appendices discuss reliability, statistical power and measuring change, and a fourth presents the CFRP Guidelines. (Author/BH)

ED 170 059 PS 010 570

Affholter, Dennis And Others

Report of Baseline Data: Evaluation of the Child and Family Resource Program. Volume II.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-AAI-79-15-F
Pub Date-19 Mar 79
Contract-105-77-1035
Note-190p.; For Volume I, see PS 010 569 ; Parts may be marginally legible due to print quality
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Children, Data Collection, Early Childhood Education, *Evaluation Methods, *Family Programs, *Family Resources, Infants, *Intervention, Longitudinal Studies, Low Income Groups, Parent Child Relationship, Parent Participation, Program Evaluation, Sampling, *Social Services
Identifiers-*Child And Family Resource Program, *Project Head Start

This volume reports the baseline (1978) data to be used in the 6-year longitudinal evaluation of the Child and Family Resource Program (CFRP). The CFRP, funded in 11 sites across the country as a Head Start demonstration program, is intended to develop models for providing services to low-income families with children from birth to eight years. Chapter I provides an overview of the evaluation with an introduction to the three component studies: The Descriptive Program Study of all 11 CFRP sites, the In-Depth Study of families and staff in CFRP, and the Impact Study of program families and comparison groups (not in the program) at six of the sites. Chapter II presents descriptive data from the Program Study and explains how the programs differ, in some respects, from one site to another. Descriptive data from the Impact and In-Depth Studies, focusing on family participation, social service networks and family interaction, are presented in Chapter III. Chapter IV describes the data collection for the Impact and In-Depth Studies, including instruments and procedures, sample recruitment and staff recruitment and training. Appendices contain information on technical progress reports, characteristics of the 11 programs and sample recruitment. (Author/BH)

ED 170 060 PS 010 573

Murray, Frank B.

The Future of Piaget's Theory in Education.

Pub Date-Mar 79
Note-11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Techniques, Curriculum Design, *Developmental Stages, *Educational Philosophy, *Educational Practice, *Educational Theories, Models, *Relevance (Education), Teaching Techniques, Theories
Identifiers-*Piaget (Jean), *Psychological Theories

This paper assesses the utility of Piagetian theory for educational practice. Educational practice cannot be formally deduced from psychological theory, but may be theory-compatible if the theory does not specifically forbid the practice. Piaget's genetic epistemology has provided a theoretical justification for longstanding educational innovations. Practitioners may not realize, however, that even educational recommendations from operant theory are compatible with Piagetian theory. There are no clear-cut implications in Piagetian theory for sequencing curriculi or for determining curriculum content. To make the Piagetian tasks part of the curriculum is as misguided as teaching IQ items to develop intelligence. Piagetian psychology has been richest in its generation of instructional procedures. All of the procedures can be shown sufficient within the limits cited for cognitive growth while none seem necessary for it. Many of these training strategies are applicable to all concepts, have face validity as classroom techniques and in many instances would seem to be a teacher's first choice for providing conceptual clarification. The chief legacy of Piagetian theory for instruction will continue to be the development and evaluation of specific training techniques for various school concepts. Perhaps the only certain educational recommendation from a theory such as Piaget's is that schools should simulate ``natural'' human development. (Author/RH)

ED 170 061 PS 010 576

Livingston, Kenneth R.

The Growth of Word Sense and Word Meaning.

Pub Date-Mar 79

Note-29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, *Child Language, Developmental Vocabulary, Language Development, *Language Patterns, Language Processing, Language Research, Research, Semantic Differential, *Semantics, *Structural Analysis, *Verbal Development

Identifiers-*Connotative Meaning

A theoretical distinction is made between the growth of word meaning and the development of word sense in Vygotsky's terms. A recall from semantic memory task and the semantic differential were used to operationalize these two conceptions of meaning in a study of 72 children aged 5 to 10 years. Results replicated typical findings for the growth of word meaning, showing increased extension and hierarchical organization of the concepts ``animals'' and ``living things.'' Extension of the conventional principles of the growth of word meaning to the development of word sense led to the hypothesis that word connotation as measured by the semantic differential would become increasingly distinctive with age. In contradiction to the hypothesis, it was discovered that category instances become less distinctive with increasing age. These findings suggest that to the extent that word sense is important to word use, traditional strategies for studying developing word meanings may produce information relevant to a limited set of circumstances. It is argued that because word sense is central to the social use of the word, future research on semantic development should be broadened to include studies of word sense. (Author/RH)

ED 170 062 PS 010 577

Richards, D. Dean Siegler, Robert S.
The Development of Time, Speed, and Distance Concepts.
Pub Date-Mar 79
Note-20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abstract Reasoning, Adults, Age Differences, Children, *Cognitive Ability, *Cognitive Development, *Cognitive Processes, *Concept Formation, Distance, *Feedback, Research, Time Perspective, *Training
Identifiers-*Rules (Cognitive)

This paper reports two experimental studies of the development of time, speed and distance concepts in children. In Experiment I subjects (12 in each of four age groups: 5-, 8-, 11-year-olds, and adults) were asked to judge which of two electric trains on parallel tracks went faster, for the longer distance, or for more time. Subject's knowledge of each concept was assessed by a method which assumes that cognitive development can be characterized as a set of rules. Two questions were addressed: what are the knowledge states leading to the understanding of the concepts and in what order are the concepts mastered. Results indicate that 5-year-olds equate time, speed and distance with the relative stopping points of moving objects. Adults possess full understanding of the three concepts. Many children mastered both the speed and distance concepts by age 8 and the majority mastered both by age 11. The time concept appears to be mastered sometime between age 11 and adulthood. Experiment II explored the use of rule assessments to predict ability to respond to different types of training. A pretest, feedback training, posttest procedure was followed. It is concluded that it is possible to predict differences in children's ability to acquire new knowledge once their inital knowledge states can be specified. (Author/RH)

ED 170 063 PS 010 578

Drum, Priscilla A.

Structural and Thematic Variations on Fourth Graders' Types of Recall.

Pub Date-Apr 79

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Children, *Cognitive Processes, Elementary Education, Error Analysis (Language), *Language Processing, Reading Ability, *Reading Processes, Reading Research, *Reading Skills, *Recall (Psychological), Research, Semantics, *Story Reading, Syntax

This article reports a study in which fourth graders were tested on their recall of stories they had read. Thrity-two children, divided into two groups of 16 by reading ability, each read two passages and were scored for recall. The passages read were either the original versions of two stories, semantic rewrites (in which anaphoric elements, e.g., "he" were removed), syntactic rewrites (in which explicit relational elements, e.g., "because" were removed) or combined semantic and syntactic rewrites. Four kinds of recall were distinguished: (1) text reproduced recall (repetition of text propositions), (2) text entailed recall (related information, summary statements and direct inferences), (3) text evoked recall (thematically related but tangential responses) and (4) external recall (responses related only to the situation and act of retelling). The results indicated that: (1) more able readers are more likely than poorer readers to remember what the text stated as pieces of information; (2) the rewrites did not have a significant effect on text reproduced recall; (3) semantic rewrites improved entailed recall; (4) the nodal slots (characters, conflicts and resolutions) were the best recalled parts of the stories in both ability groups. Related literature is discussed. (Appendices provide the stories and rewrites, and tables and figures report the results.) (Author/BH)

Bunch, Clarence, Ed.

Art Education: A Guide to Information Sources.

Pub Date-78
Note-331p.; Volume 6 in the Art and Architecture Information Guide Series
Available from-Gale Research Company, Book Tower, Detroit, Michigan 48226 ($22.00)
Pub Type- Books (010) - Guides - General (050) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Art Appreciation, *Art Education, Art Expression, Art Materials, Arts Centers, *Art Teachers, Childrens Art, Creative Art, Early Childhood Education, Elementary Secondary Education, Higher Education, *Instructional Materials, *Resource Materials, *Teaching Methods

This guide is an extensive annotated bibliography of basic and advanced information sources in the field of art education. The 31 chapters cover many topics and areas including: Art Schools, Teaching Processes and Materials, Teacher Resource Materials, Children's Art Books, Curriculum Building, International Art Education, and Art Education Textbooks among others. Within each chapter, citations are arranged alphabetically and descriptive annotations are frequently provided along with full bibliographic information. Citations refer primarily to books and pamphlets; both historical and contemporary works are cited. Special chapters are devoted to periodicals and serials, organizations and publishers, and general reference works. Teachers concerned with using elements of art in their instruction and instructors interested in the methodology of teaching and child development through the use of art will find useful sources of information listed in this guide. (Author/MP)

Kamerman, Sheila B., Ed. Kahn, Alfred J., Ed.
Family Policy: Government and Families in Fourteen Countries.
Spons Agency-Carnegie Corp. of New York, N.Y.; Office of Child Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-78
Note-522p.
Available from-Columbia University Press, 562 West 113th Street, New York, New York 10025 (Cloth, $25.00; Paper, $10.00)
Pub Type- Books (010) - Reports - Descriptive (141) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Child Rearing, Comprehensive Programs, Cross Cultural Studies, *Family (Sociological Unit), Family Life, *Family Programs, Foreign Countries, *Interdisciplinary Approach, *International Studies, National Programs, *Policy Formation, *Public Policy, Working Women
Identifiers-Europe, Israel, North America

This collection of articles by scholars and policy makers from 14 countries presents multidisciplinary perspectives on the formation of national policy on families. Central topics common to many of the articles include: (1) the differences between policies aimed at affecting the family and policies which have other aims but which do influence the family; (2) national differences in attitudes toward formulating explicit national policies on the family; (3) the interrelationships between family policy and other social concerns such as child rearing, women's rights, population growth, the labor market and society's rights versus individuals' rights; (4) the problem of financing family policies; and (5) the reasons for and against having comprehensive national policies on the family. The articles, each focusing on a single country, are presented in three sections: countries with explicit, comprehensive family policies (France, Czechoslovakia, Hungary, Norway, Sweden); countries with explicit but more narrowly focused family policies (Austria, the Federal Republic of Germany, Poland, Finland, Denmark) and countries which have no explicit family policies and which reject such policies (the United Kingdom, Canada, Israel, the United States). Introductory and concluding essays by the editors define the major issues and concepts in the field of family policy. (Author/BH)

ED 170 066 PS 010 583

Worell, Judith
Changing Sex Roles.

Pub Date-Mar 79
Note-20p.; Paper presented at the meeting of the Southeastern Psychological Association (New Orleans, Louisiana, March 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Androgyny, *Behavior Change, *Changing Attitudes, Children, Feminism, *Intervention, *Research Needs, *Sex Role, *Sex Stereotypes, Social Attitudes, Social Change
Identifiers-Elementary Secondary Education Act Title IX

This article reviews literature on sex role change in children and points to areas which need further research. Competing ideologies which support or reject sex typing of role behaviors are briefly discussed in the introduction. The sources of sex role change are divided into two categories: (1) planned direct intervention programs and (2) natural or cultural change, i.e., the economic, political, and social movements which predispose individuals to modify their lifestyle activities and value systems. Three natural or cultural sources of change in roles are discussed. First, the effects of the Women's Liberation Movement on the resocialization both of the self and of the other are noted; these effects include an increase in assertiveness, changes in perceptions of the desirability of sex-role personality traits, entry into previously male-dominated professions and changes in the presentation of sex roles by various media. Second, literature is cited which suggests that changes in family composition (size of family, distribution of responsibilities, number of parents in home) affect the sex role attitudes of children. Third, although little is said to be known of the effects of Title IX, evidence from direct intervention research is employed to indicate some of its likely effects. Five areas are noted in which further research is needed; discrimination among components of sex roles; connections between attitudes and behavior and the influence of ideology on research and intervention; techniques for measuring children's sex role knowledge, attributions, preferences and behavior; and the aptitude-treatment-interaction effects related to sex role stereotyping. (Author/BH)

ED 170 067 PS 010 584

Haertel, Edward H. Wiley, David E.

Out-of-School Determinants of Elementary School Achievement.

Central Midwestern Regional Educational Lab., Inc., Chicago, Ill.
ML-GROUP for Policy Studies in Education.
Pub Date-Apr 79
Note-50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Blacks, Caucasians, Comparative Analysis, Economic Disadvantagement, *Economic Factors, Educational Research, Elementary Education, *Elementary School Students, Ethnicity, Family Influence, Mothers, Parental Background, *Parent Influence, *Race Influences, Research, *Research Methodology, Spanish Americans

This document presents data on the relative influence of (1) maternal education, (2) race (or ethnicity) and (3) poverty on elementary students' academic achievement. Study results indicate that maternal education has the greatest effect on achievement. The data base is reported as representative of all U.S. children enrolled in public schools, grades 1 through 6. Home interviews were employed to assess family economic, demographic and social characteristics and the full range of standardized achievement test data was utilized. The effects of the other two factors were controlled for in assessing the influence of each factor. The methodology used to achieve the relative weighting of the factors is described and it is suggested that the data base is superior to that of previous studies. Tables comprising one half of the document present the statistical data. An appendix explains the precedure for approximating standard errors. (Author/BH)

ED 170 068 PS 010 585

Schau, Candace Garrett Busch, Judith Wilde

Multidimensional Aspects of Young Children's Sex-Role Development.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Note-36p.; A shorter version of this paper was presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Caucasians, *Childhood Attitudes, Childhood Interests, Children, *Cognitive Development, Cross Cultural Studies, Minority Group Children, *Occupations, Play, Psychological Studies, Research, *Sex Role, *Sex Stereotypes, Social Class, *Social Development, Social Differences, Spanish Speaking, Toys

This article reports a study in which a sample of 89 White and 34 Spanish-language heritage children from ages 2 1/2 to 6 1/2 from the lower- and middle-classes responded to two cognitive measures (classification skill and gender knowledge), three verbal sex-typing measures (occupations, toys, and peer behaviors), and a behavioral sex-typing measure (toy play). The results included the following: (1) Moderate sex-typing was found for sex attribution of occupations. However, girls believed that women should perform the female jobs for them while boys were neutral; boys believed that men should perform the male jobs for them while girls were neutral. With increasing age of children, the match between attribution and census reality increased. (2) Boys attributed neutral toys to males while girls attributed them to females. With age, female toys were attributed more to females. Children's interests in all the toys were high. Boys were more interested in male toys than girls were; there were no differences in interests for female or neutral toys. (3) Children with higher gender knowledge scores sex-typed the female peer behaviors more in the female direction. Overall, children view the female items as applying to both sexes and the male items to boys. (4) Girls played equally long with female, male, and neutral toys, while boys played longest with male toys and equally with female and neutral toys. Other results are discussed. (Author/BH)

ED 176 069 PS 010 587

Towns, Kathryn Jones, Bruce T.

The Ignored, Untrained Teachers: Parents.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Rearing, Communication Skills, Intervention, Parent Attitudes, *Parent Child Relationship, *Parent Education, *Parent Participation, Parent Role, Parent School Relationship, *Parent Workshops, *Teaching Skills, *Urban Education

Identifiers-*Parents As Resource Program

A Parents as Resource Program was offered in eight elementary schools in an inner city school system. Approximately 160 parents, mostly mothers, completed a 10-week series of workshops constructed to increase parental self-confidence, to develop awareness of affective childrearing practices and to demonstrate creative use of materials available in every home. Ninety percent of the parents completed weekly assignments and wrote descriptions of interactions with their children and 80 percent completed eight or more of the 10 sessions. When parents were asked to rate the series of workshops on a five-point scale, 97 percent labeled the series as very worthwhile while 3 percent chose the next highest category. Parents in the program seemed to become more concerned about their child's meals, clothes and preparation in school work and teachers reported greatly increased contacts with parents involved in the program. (Author/MP)

ED 170 070 PS 010 599

Sheingold, Karen Tenney, Yvette J.

Memory for a Salient Childhood Event.

Spons Agency-Wellesley Coll., Mass.
Pub Date-Mar 79
Note-24p.; A brief version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979) ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Age Differences, Children, Memory, *Psychological Studies, *Recall (Psychological), *Retention, Young Adults
Identifiers-*Childhood Recollection, Ecological Research, Salience, Sibling Birth

This study is concerned with how much children remember about a salient event in their life, how much is forgotten over time, and whether age at the time of the event affects how much is remembered. Thirty-six children (ages 4, 8, and 12) and 26 college students, all of whom had a sibling born when they were age 4, were either interviewed or given a questionnaire concerning events when the sibling was born. Twenty specific questions were asked about events in the child's life just prior to, during and following the mother's stay in the hospital. The same questions were given to the mothers of the 36 children (to confirm or disconfirm the children's answers) and to 20 additional college students who were at various ages when siblings were born. Age at the time of recall had no effect on recall of specific information by children and comparable college students, or on children's confirmed scores. Several possible explanations for this finding are explored. Children's disconfirmed scores decreased between the ages 8 to 12. Mothers, unlike children, showed forgetting over time. Age at the time of the event was strongly related to recall of specific information for college students whose siblings were born at a range of ages. Further analysis suggested that age at the time of the event, and not elapsed time, is the critical variable in affecting how much children and college students remember about a sibling birth. (Author/SS)

ED 170 071 PS 010 601

Weinstein, Rhona Strasberg Middlestadt, Susan E.

Learning About the Achievement Hierarchy of the Classroom: Through Children's Eyes.

Spons Agency-California Univ., Berkeley.

Pub Date-Apr 79

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Effective Teaching, Elementary Education, *Elementary School Students, Expectation, *High Achievers, Interviews, *Low Achievers, Methods, Perception, Questionnaires, Research, Research Design, Self Concept, *Student Attitudes, *Teacher Behavior, Teacher Characteristics

This paper reports on the underlying rationale and some early findings of a series of studies which investigate how students perceive and interpret teacher behavior toward high and low achievers in elementary classroom settings. To explore students' perceptions a multi-method approach was devised and two measures were constructed: a semistructured interview schedule for examining student beliefs about achievement status and differences, and a 60-item teacher treatment inventory which allowed students to rate teacher treatment of a hypothetical high or low achiever of male or female sex. Preliminary findings of studies among the elementary school children suggest that students do perceive differential treatment by the teacher of male high and low achievers. In effect, different environments exist for high and low achievers within one classroom setting. Additionally, it appears that students read into teacher behavior much beyond what researchers commonly think they are measuring; perceived teacher treatment differences most often reflect differences in the task assignment and management arena of classroom life; and children learn about their own relative smartness in school through at least four kinds of processes. Among the implications discussed, it was noted that by not waiting for an answer to a question or by collecting incomplete assignments from students teachers can limit the opportunities for a student to perform and learn. (Author/RH)

ED 170 072 RC 010 769

An Analysis of the Staffing, Organizational Placement, and General Administration of the Title I Migrant Education Program of the U.S. Office of Education.

National Council of La Raza, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; New World Foundation, New York, N.Y.

Pub Date-May 78

Note-54p.; Tables may be marginally legible due to small type

Available from-The National Council of La Raza, 1725 Eye'' Street, N.W., Suite 210, Washington, D.C. 20006 ($3.00)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Federal Programs, *Migrant Education, Organization, *Organizational Effectiveness, *Personnel, *Program Administration, Program Coordination, Program Effectiveness, Program Evaluation, Resource Allocations, *Responsibility

Identifiers-Elementary Secondary Education Act Title I Migrant, *Migrant Education Program

The operation and administration of the Title I Migrant Education Program was reviewed utilizing previous private and public audits, studies, evaluations and/or reports, and interviews with federal officials in the Office of Education (OE) and other individuals knowledgeable about the program. Focus of the review was on two factors that effect the program's administration: staffing and the organizational placement of the Migrant Branch (MB) within OE. Staffing was examined in terms of the number of staff in the Branch, their responsibilities, and whether the functions were being performed in an effective and efficient manner. Organizational placement of the MB within OE was assessed to determine its effect on the program's implementation. Among the review's findings were that: the number of staff in the MB was inadequate compared to the program's fiscal and administrative responsibilities; OE had failed to provide necessary resources to the Migrant Program; local project summaries were not being reviewed and analyzed on a regular and systematic basis, thus wasting much programmatic knowledge; the MB had given priority for program reviews to those states with the largest programs, while efforts were made to review the remaining states on a biennial basis; the MB lacked a clear delineation of authority upon which to execute programmatic decisions in an expeditious and authoritative manner. (NQ)

Schulz, Carol M.
The Value System, Code for Conduct and Levels of Social Interaction in a Midwestern Middle-Class American Community. Working Paper Spons Agency-Purdue Univ., Lafayette, Ind.
Pub Date-Jul 75
Note-22p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Standards, Censorship, *Codes of Ethics, Community Characteristics, Conduct, Conformity, Ethnocentrism, *Ethnography, Intergroup Relations, *Middle Class Values, *Moral Values, Role Perception, Rural Areas, Social Behavior, *Social Relations, Social Status, Voluntary Agencies
Identifiers-*Christian Ethic, United States (Midwest)

An ethnographic sketch of a small, Midwestern, middle-class American community emphasizes the shared value system, the derived code of conduct and an analysis of the three levels of social interaction and their respective functions. Data were gathered over a two-year period of field work, including ten months of intensive observation of the town, a quiet, semi-rural, racially unmixed community of about 1200, with a strong Christian orientation. The community's values have given rise to a moral order that implies a basically Christian code of conduct consisting of four major principles of prescribed behavior: Fairness, Control, Doing Good Deeds, and Doing One's Best. These principles are inviolate and the high degree of social conformity in itself controls and maintains the moral order. The code is not, however, synonymous with the community's actual behavior which exists on three levels: the non-emotional, overt personal interaction level where appearances are everything, the illusion of strong social cohesion is fostered, and conflict is minimized; the covert level, e.g., gossip, where transgressions are aired; and the intimate level, where a person can be himself''. The town is described geographically, politcally, economically, and philosphically in terms of its values. (SB)

ED 170 074 RC 010 996

Frank, Lianne Melody

An Investigation into the Prestige Structure of Agricultural Occupations.

Pub Date-Dec 78

Note-137p.; Master's Thesis, Texas A&M University; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, "Defining and Achieving Life Goals: A Process of Human Resource Development"

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Agricultural Occupations, *College Students, *Occupational Clusters, Occupational Surveys, Off Farm Agricultural Occupations, Organization, Place of Residence, *Rating Scales, Sex Differences, Socioeconomic Background, Southern Attitudes, *Status, *Student Attitudes, Undergraduate Students

Identifiers-*Occupational Prestige

Using a mailed questionnaire, 2,392 undergraduate agriculture majors in 14 Southern universities were surveyed to determine how they would rate a set of agricultural and agriculturally-related occupations and whether their sex and past farming experience were responsible for divergent responses. Questionnaire items and scaling techniques closely paralleled those used in the National Opinion Research Center Study (North-Hatt Scale). Data analysis revealed that the agriculture students rated agricultural occupations similarly to the way others have rated the general occupational hierarchy. Professional, managerial and scientific occupations were at the top of the scale and manual labor was at the bottom. There were more variations in the certainty of the rankings in the middle of the scale of sixty occupations. Respondents' sex and farm background proved to be insignificant as variables. In addition it was found that significant factors in determining prestige were specific training or education and ownership of the means of production. This research is significant because it was the initial investigation of the prestige of agricultural occupations. It also gives insight into the occupational structure of agriculture and can be useful in educational planning. (SB)

ED 170 075 RC 011 112

Lilley, Stephen C. McLean, Edward L.

Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology.

Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; South Carolina Agricultural Experiment Station, Clemson.

Pub Date-Jan 79

Note-20p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (76th, New Orleans, Louisiana, February 4-7, 1979); Publication contributes to the USDA Cooperative State Research Service Southern Regional Project S-120, Social Organization for Development of Low-Income Rural Counties''

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, Community Leaders, Community Problems, Community Services, *Economic Development, Educational Facilities, Employment Patterns, *Farmers, Federal Aid, Geography, *Industrialization, *Local History, Migration Patterns, Quality of Life, Rural Areas, *Rural Development, Rural to Urban Migration, Southern States

Identifiers-Farmers Markets, Great Towns Program, *South Carolina (Union County), *Textile Industry, Topography

Now almost totally dependent on textile production, heavily forested Union County, South Carolina, was primarily agricultural until the 20th century. By 1970, 65% of the population depended on manufacturing and only 4% of the workers on farming. From 1920 to 1970 the population was characterized by a rural-to-urban shift and by outmigration, especially of blacks, resulting in a limited work force. Faced with textile mill closings and the highest unemployment in the country in the first quarter of 1975, county leaders began a program to diversify Union County's economic base. Five leaders interviewed in 1978 mentioned the numerous benefits of the Great Towns'' program, begun in 1976. Other development projects mentioned, some of which were federally funded, included manufacturing expansion, transportation, educational facilities, health and other service improvements, and especially, a Farmers Market in downtown Union established as a joint effort by city, county, and other officials. In addition to benefitting area consumers and the county's few farmers, the quality of life and expectations for future collaboration improved unexpectedly. Leaders were cautiously optimistic for the future, provided that industry be diversified, established leadership be rejuvenated, and technical/vocational training be established locally. (SB)

ED 170 076 RC 011 113

Lilley, Stephen C. McLean, Edward L.

Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology.
Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; South Carolina Agricultural Experiment Station, Clemson.
Pub Date-Jan 79
Note-18p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (76th, New Orleans, Louisiana, February 4-7, 1979); Publication contributes to the USDA Cooperative State Research Service Southern Regional Project S-120, ``Social Organization for Development of Low-Income Rural Counties''
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Agricultural Production, Attitudes, Blacks, *Community Development, Community Leaders, Community Services, *Demography, *Economic Development, Geography, Industrialization, Local Government, *Local History, Migration Patterns, Population Trends, Rural Areas, *Rural Development, *Senior Citizens, Southern States
Identifiers-South Carolina (Williamsburg County), Topography

Williamsburg County, South Carolina, is an almost entirely rural area near the coast. Although nearly 50% of the population is under 21, there has been a sharp decline in population since its high in 1950. The outmigration, prounounced for black youth, is caused by a lack of industrial opportunities, although there is slow, steady industrial growth in the county. Although the economic base of the county is agriculture, the per capita income is low due to the seasonal nature of many jobs. Agriculture itself if changing, with fewer farmers on larger farms producing $57.5 million annually in farm crops. Crop diversification, introduced in the 1920's, has made the county a leader in agricultural production in South Carolina. The black population is twice that of the white but a ``home rule'' form of government, desegregation, and civil rights have caused an equitable racial balance in county government. Seven local leaders interviewed in 1978 are generally optimistic about current and future development in Williamsburg County. They note recent improvements in government organization and county services, including the Williamsburg Council on Aging. The Council, chartered in 1974, provides county-wide programs and services for the elderly on an annual budget of $185,000. (SB)

ED 170 077 RC 011 114

Lilley, Stephen C. McLean, Edward L.
Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology.
Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; South Carolina Agricultural Experiment Station, Clemson.
Pub Date-Jan 79
Note-13p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (76th, New Orleans, Louisiana, February 4-7, 1979); Publication contributes to the USDA Cooperative State Research Service Southern Regional Project S-120, "Social Organization for Development of Low-Income Rural Counties"
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Community Development, Community Leaders, *Community Planning, Community Services, Demography, Economic Development, Geography, Horseback Riding, *Industrialization, *Land Use, Local Government, *Local History, Local Legislation, Migration Patterns, Rural Areas, *Rural Development, Rural Nonfarm Residents, Southern States, Urban Areas, *Zoning
Identifiers-South Carolina (Kershaw County), Topography

Careful long-range planning and slow, deliberate growth have benefitted Kershaw County's 500,000 pleasantly varied acres near the state capitol. The county, famous for its equestrian activity, boasts prestige stables, riding clubs, and trails. In addition there are lakes and numerous parks. Leaders want to maintain this aesthetic appeal while promoting small, diverse industry. In addition to some major industry, many small industries are now established in the county and provide more job opportunities, thus stemming earlier outmigration. Manufacturing, government employment, wholesale/retail trade, farming, and forestry form the economic base and provide better than state average wages to the growing population. Camden, county seat and only urban area, has one-fourth of the county population and is growing faster than the rural areas. Seven leaders are positive about Kershaw's future. They see it as a desirable place to live and cite recent improvements in health care, shopping facilities, and the water system which attest to the progressive yet stable environment. In particular, they note the successful zoning and land use plan adapted in 1969 to control for population density, proper drainage, adequate highway access, and public utility use. Three zoning categories exist: agricultural/residential, commercial, and industrial. (SB)

ED 170 078 RC 011 180

Bove, Richard

The Teacher and the Reading Skills Report for Migrant Students.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Contract-400-78-0023

Note-83p.

Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC 073; $4.50)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Basic Skills, Data Bases, Decoding (Reading), Elementary Secondary Education, Information Needs, *Information Systems, *Input Output, *Migrant Education, *On Line Systems, Reading Comprehension, *Reading Skills, Records (Forms), Student Evaluation, Study Skills

Identifiers-Information Analysis Products, Migrant Student Record Transfer System, *Reading Skills Report List

Through a process of refinement and field testing, a working committee of seven states, under the direction of the National Committee of State Directors of Migrant Education Programs, developed a list of reading skills/concepts that are both generic and universal. Each skill is a base, essential concept. Most skills or subskills in any reading material relate to one of these concepts. In order to make the list usable to teachers, the 47 skills are divided into three major areas: Decoding readiness, consonants, vowels, and structural analysis; Comprehension literal, inferential, and vocabulary; and Study Skills reading in content area. To help the receiving teacher discern the child's level in the concept being reported, an instruction level indicator is included: K(K-1), P(1-3), I(4-6), or S(7-12). Thus, the receiving teacher is told both the skills being worked on at the time of withdrawal and the instructional level approach being used with the child. The procedures include a manual of definitions and subskills all cross-referenced to the 47 skills. The same procedures are followed to report reading in Spanish whenever a child is being taught both English and Spanish reading. Constructed of Spanish reading concepts, the Reading in Spanish Report is "not" a translation of the Reading in English Report. Focusing on the teacher, aide, or instructor who works with the child, the report relies on the sending teacher's assessment. This paper provides an overview of the development of these new reporting procedures using the Migrant Student Recording Transfer System. The essentials used by a reporting teacher are appended. (NQ)

Women in Rural America.

Rural America, Inc., Washington, D.C.
Pub Date-Dec 77
Note-10p.; Working paper prepared for ``Strategies for Rural America'', National Conference on Rural America (3rd, Washington, D. C., 5-7 December 1977)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Discriminatory Attitudes (Social), Economic Disadvantagement, *Females, Feminism, *Legal Problems, *Needs Assessment, *Rural Areas, Vocational Education, *Womens Education, Working Women

In rural America 34 million culturally and economically diverse women share the common problem of unfair treatment based on sex. Although in recent years women have begun to question the social attitudes limiting their aspirations, a formidable gap exists between their expectations and the archaic legal, social, and economic policies that continue to discrminate against women. These problems are compounded when placed in a rural setting. A substantial number of rural women, particularly black and those of other minorities, are engaged in a desperate struggle for economic survival. A comprehensive federal effort is needed to provide them entry and mobility into the nation's labor market. Adjustable working conditions, recognition of the special physical and emotional pressures working women are under, and day care facilities are also considerations policymakers must address. Rural women also need help in expanding beyond the traditional stereotyped women's roles into entry into traditional male occupations. Special health care services should go beyond programs associated with pregnancy to include general gynecological and internal care for women of all ages. Changes should be made in such discriminatory legal practices as the inheritance tax structure and lenient enforcement of child support and alimony payments. Special attention should be focused on the plight of the elderly, black, native American and hispanic women, especially those whose lives are tied to migrant farmwork and domestic services. Above all, rural women must become involved in the government and community planning process and work to bring about the needed changes. (Author/DS)

ED 170 080 RC 011 284

Cohnstaedt, Martin L.

Northern Opportunities Training and Economic Development through Community-Centered Education. Report on Meadow Lake's Vocational Centre June, 1973.

Spons Agency-Saskatchewan Dept. of Education, Regina.
Pub Date-Jun 73
Note-47p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Vocational Education, American Indians, *Canada Natives, Economic Development, Educational Policy, *Needs Assessment, Nonformal Education, *Rural Areas, Rural Education, Vocational Education, Vocational Education Teachers, *Vocational Training Centers
Identifiers-*American Indian Education, *Canada, Metis (People), Saskatchewan

Saskatchewan's Meadow Lake Special Area is predominantly north of the Fifty-fourth parallel on the west side of northern Saskatchewan. An agreement between the Department of Regional Economic Expansion and the province provide for manpower training necessitated by industrial and economic expansion. At first a large vocational school was intended for construction in Meadow Lake. However, because of the known disinclination of native people to seek training away from their home communities, additional study was initiated of area training needs. Interviews and observations conducted over seven months indicated that the Meadow Lake Vocational School should instead be a Vocational Resource Center. The program would assist in the identification of area community needs, develop suitable learning programs, and provide external instructional programs. The only internal programs of the Centre would be for the training of instructors; local men and women would be trained as paraprofessionals to teach in their own communities. Operation, supervision, evaluation and continuous adaptation of instructional programs would be the Centre's central focus. This community-centered educational program would function to meet community needs as identified by the residents. This report is divided into three parts. The first describes the recommendations concerning the resource centre, the second discusses the practice of both policy-guided performance and effective learning, and the third explores changing perspectives in education. (Author/DS)

ED 170 081 RC 011 294

Hopkins, Thomas R. Reedy, Richard L.
Schooling and the American Indian High School Student.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date-May 78
Note-14p.; Small print may be marginally legible
Journal Cit-BIA Education Research Bulletin; v6 n2 p5-12 May 1978
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *American Indians, Dropout Prevention, Dropouts, *Educational Alternatives, *Elementary Secondary Education, Private Schools, Public Schools, *School Holding Power, *Student Mobility, *Transfers
Identifiers-*American Indian Education

American Indian high school students have a number of alternative schools available to them: they may attend public schools, or schools operated by the Bureau of Indian Affairs, churches, or the tribes themselves. At both elementary and secondary levels Indian students avail themselves of the various alternative schools. One survey indicates that 42 percent of Alaska Native high school students moved at least once during the last three high school years. It appears there is little good about this practice. Having alternative schools easily available may reduce the pressure on the losing school to meet the needs of the student. A troubled student who moves has a reduced chance of anyone ever getting to know him well enough to be of assistance. Mobility then serves to increase the probability that the student's problems will never by treated. Although 83 percent of the students who leave one school re-enroll in another, the overall dropout rate between grades eight and twelve is 40 percent. No data are available on the full extent of mobility, the causes of it, and of its relationship to cognitive achievement and remaining in school until graduation. Longitudinal research that follows one cohort group over time is needed. Until this is done, the information on schooling Indian students will remain in a state of quasi-enlightenment, and hunches will continue to play a major role in decision making. (Author/DS)

Martin, James C.

Locus of Control and Self-Esteem in Indian and White Students.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date- 76
Note-12p.
Journal Cit-BIA Education Research Bulletin; v7 n1 p22-8 Jan 1979
Pub Type- Reports - Research (143) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indians, *Caucasians, Comparative Analysis, *Elementary School Students, Ethnicity, Locus of Control, Personality Assessment, *Personality Studies, Personality Tests, *Secondary School Students, Self Concept Tests, *Self Esteem
Identifiers-*Oklahoma

The development and relationship of two dimensions of personality, self esteem and locus of control, were examined in a study of 763 fourth, eighth, and twelfth grade Indian and white children selected from 22 Oklahoma public schools. The students were given the Coopersmith Self-Esteem Inventory and Nowicky-Strickland Locus of Control Scale during the fall of the 1975-76 school year. Results indicated that Indian and white children did not significantly differ in their developmental level of self esteem until the junior high school grades. At that time Indian children were significantly lower in self esteem and this difference persisted through the high school grades. Concerning the development of locus of control, both groups tended to become more internal with age. (Internal control of reinforcement was the degree to which an individual believed his reinforcements were dependent upon his own behaviors; external controls were those forces he felt to be beyond his control, such as luck or chance.) White children perceived themselves as having more control over their actions. The only exceptions to this were found at the twelfth grade and only for males. Locus of control was significantly related to self esteem for both Indian and white children at all three grade levels. For twelfth grade students the relationship varied according to ethnicity; it was significantly stronger for Indians than whites. (DS)

Martin, James C.

Reactions to Frustration and Anxiety by Indian and White Adolescents.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date-May 78

Note-13p.

Journal Cit-BIA Education Research Bulletin; v6 n2 p13-9 May 1978

Pub Type- Reports - Research (143) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, Age Differences, Aggression, *American Indians, *Anxiety, *Caucasians, Comparative Analysis, Elementary School Students, *Emotional Response, Personality Development, Personality Studies, Personality Tests, *Psychological Characteristics, Secondary School Students, Sex Differences

Identifiers-*Defense Mechanisms, Oklahoma

In an effort to determine if Indian and white adolescents differed in their choice of defense mechanisms, a random sampling of tenth, eleventh and twelfth grade students from 22 Oklahoma public schools were given the Defense Mechanism Inventory. Scores for 170 Indian students and 197 white students assessed five categories of defenses: turning against object, projection, principalization, turning against self, and reversal. No significant differences were determined in any of the five defense categories for Indian and white females. However, differences in choice of defensive strategies were evident for Indian and white males in two categories. Towards the end of the adolescent stage white males were seen to utilize defenses which dealt with conflict through attacking a real or presumed external frustration object more frequently than did Indian males; Indian males did not choose to turn their aggressions and frustrations toward an external frustrating object with the same frequency. When faced with anxiety producing situations contained within the test, Indian males tended to use denial, repression and reaction formation with a higher frequency than did white males. Indian child-rearing practices may facilitate the development of defensive strategies that involve turning aggression toward an external object. (DS)

ED 170 084 RC 011 297

Green, Rayna

Math Avoidance: A Barrier to American Indian Science Education and Science Careers.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date-Sep 78
Note-14p.
Journal Cit-BIA Education Research Bulletin; v6 n3 p1-8 Sep 1978
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abstract Reasoning, *American Indians, *Anxiety, *Career Choice, Career Planning, College Students, Educational Research, Elementary Secondary Education, Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Practical Mathematics, Public Schools, *Science Careers, Science Education, *Student Attitudes, Tutoring
Identifiers-*American Indian Education, Mathematics Skills

For American Indian students, math anxiety and math avoidance are the most serious obstacles to general education and to the choice of scientific careers. Indian students interviewed generally exhibited fear and loathing of mathematics and a major lack of basic skills which were caused by a missing or negative impression of the mathematics capabilities of Native Americans, a generally negative image of mathematicians and scientists, dislike and fear of math forms without visible application to daily life and which require abstraction as a major tool, a perception of math courses and requirements as rigid, and a self-perception, often fostered by school couselors, of hopeless inadequacy in math skills. Because most of the students interviewed had attended public schools the implication is that public school math and science preparation is lacking for all, but especially for minority students. Changing math instruction can help remedy the situation. Some successful attempts at math instruction for Indian students employ a supportive atmosphere for math learning; individualized, non-competitive programs, tutorials, math anxiety clinics, exposure to Indian role models, courses with an applied focus directly related to a career or community need, and initial math skills education based on everyday mathematics. (SB)

ED 170 085 RC 011 299

Barsh, Russell Laurence

Understanding Indian Treaties as Law.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-78

Note-73p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indians, Constitutional Law, Educational Games, Federal Government, *Governmental Structure, Government Role, *Instructional Materials, Laws, *Legal Responsibility, Lesson Plans, Secondary Education, Simulation, *Treaties, Tribes, United States History, Units of Study

Identifiers-*Federal Indian Relationship, *Fishing Industry, Tribal Sovereignty

The unit of study is intended to bring information and rational thought to the controversial Native American treaty issue. It begins with an explanation of the concepts behind the unit's minimal student learning expectations. Fifteen lesson plans are organized into three one-week sub-units consisting of an introductory game illustrating the sub-unit concept, 4 lesson plans, and a short essay-type evaluation. The format of the one-page lessons presents student material on one side of the page and a suggested lesson plan (goals, vocabulary, debriefing'' questions) on the other. The student materials are intentionally brief and the teacher is expected to expand on them. The sub-units and their lessons are: Government (reason for government, Constitutional government, federalism, pluralism); Treaties and Indian Treaties (Indian treaties, treaty power and enforcement, future of Indian treaties); and Fishing Rights Controversy (property, Northwest salmon fishing industry, Indian fishing, future of Northwest fishing). Appendices include Article I Section 8 of the United States Constitution, the 1783 Treaty of Paris, the 1854 Treaty of Medicine Creek, and pictures of Puget Sound salmon fishing gear. (SB)

Washington State Johnson-O'Malley Indian Education 1977-78 Annual Report.

Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date-78
Note-113p.; For related documents see ED 065 223 and ED 076 300 ; Charts are marginally legible due to small print
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*American Indians, Community Involvement, *Educational Finance, *Educational Programs, Enrollment, *Federal Aid, Federal Legislation, Federal State Relationship, Government School Relationship, Mathematics Education, *Program Evaluation, Projects, Public Schools, Reading Skills, School Funds, School Holding Power, Students
Identifiers-American Indian Education, Federal Indian Relationship, *Johnson O Malley Act, *Washington

In fiscal 1978 the State of Washington contracted for $827,505 in Johnson O'Malley (JOM) funds to provide for the education of 5,179 Indian students. The statewide objectives of the JOM program were to increase Indian students' proficiency in reading and mathematics skills, improve Indian students' rate of high school graduation, and improve Indian involvement in education. The annual report includes a historical summary of JOM; an overview of 1978 JOM operations in Washington; financial data (Indian education administrative costs, local school district budget priorities by program areas from 1974 to 1978, JOM funds distribution by school district and region, 1978 revenues of JOM-funded school districts); and statistical data for Indian students (enrollment summaries, statistical and testing data, mathematics and reading achievement grades, and dropout statistics). Descriptions of individual school district programs include student statistics, objectives, and evaluations. Also noted are the Elementary and Secondary Education Act Title I, the Urban, Rural, Racial Disadvantaged, and the Title IV Part A programs and the unmet Indian education needs. A JOM Directory for the state is included. (SB)

ED 170 087 RC 011 301

Edington, Everett D.

Synthesis of Research Related to Policy for Education in Rural America.

Pub Date-Apr 79
Note-8p.; Prepared for presentation at the American Educational Research Association Meeting (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agency Role, Comparative Education, *Educational Policy, Federal Government, Federal State Relationship, *Government School Relationship, Interagency Cooperation, *Rural Education, Vocational Education
Identifiers-ERIC, National Institute of Education, *Office of Education

Until recently other countries (Australia, Great Britain, the Scandinavian countries) have been well ahead of the United States in development of rural education policy. In 1969 and again in 1977 the U.S. Office of Education (USOE) produced task force reports with recommendations for rural education. The 1969 recommendations were very specific and concerned early childhood education, vocational education, institutional cooperation, funding guidelines, technical assistance for rural program planning and development, establishment of a rural unit within USOE, and creation of a rural programs research and design center. Broader in scope, the 1977 recommendations dealt with rural, migrant, Native American, and Bilingual/Bilcultural education. The report also acknowledged the effect on education of rural cultural tradition. Except for improved vocational education (largely a matter of state policy) and the ERIC program, there has been neither implementation of the recommendations nor much HEW effort regarding ongoing funding of rural education programs. The U.S. rural education policy has remained one of trying to fit all school systems into a single mold. However, cause for hope now exists in that rural education is an NIE priority for fiscal 1980; the Department of Agriculture and USOE are planning activities; and there is now some cooperation among federal agencies. (SB)

ED 170 088 RC 011 302

Millard, Joseph E.

How Long Should a Man's Legs Be?

Heartland Education Agency, Ankeny, Iowa.
Pub Date-Feb 79
Note-21p.; Small print may be marginally legible
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Consolidated Schools, *Educational Alternatives, *Educational Opportunities, Educational Programs, Educational Strategies, *Elementary Secondary Education, Public Schools, *Rural Areas, *School Districts, School Organization, School Size, *Small Schools

How large should a school district be? The answer is similar to President Lincoln's answer to how long a man's legs should be: long enough to reach the ground. A school should be large enough to do the job, to provide the educational programs that meet the needs of its students. School size means different things to different people. A small school in Wyoming would be quite different from a small school in New Jersey. Recommendations for minimum school district sizes range from 400 to 10,000 students; optimum size may vary from less than 750 to 50,000 students. The answer to how large a school district should be is found by analyzing its educational programs and how they are to be delivered. Even if a district is small, alternatives for improving the educational opportunities for students are available. A small school district may reorganize, decentralize, or explore alternative curriculum programs. Cooperative music programs can be developed with other small districts and students shared to form bands or orchestras. Teachers in highly specialized subject areas might alternate between districts. Elementary grades might be combined. Correspondence courses, micro computer instruction, or use of television provide other alternatives. In addition to discussion of alternatives for enriching a curriculum, this monograph identifies some of the problems involved in defining and comparing school district size and reviews some of the research regarding school size. (Author/DS)

ED 170 089 RC 011 303

Vogl, Robert L. And Others

Survey of Participants in the 1075 Adventure Education Colloquium. Taft Campus Occasional Paper No. 20.

Spons Agency-Northern Illinois Univ., Oregon. Lorado Taft Field Campus.
Pub Date-75
Note-14p.
Available from-Department of Outdoor Teacher Education, Northern Illinois University, Lorado Taft Field Campus, Oregon, Illinois 61061 ($.50)
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Philosophy, Educational Programs, Expectation, *Leadership Training, Legal Responsibility, *Meetings, *Objectives, Outdoor Education, *Participant Satisfaction, Physical Recreation Programs, Program Evaluation, *Questionnaires, Recreational Programs, Teacher Responsibility, Values
Identifiers-*Adventure Education, Northern Illinois Spring Colloquium

According to participants at Northern Illinois' Spring Colloquium on Adventure Education, adventure programs can spark enthusiasm, inspire vision, and bring to the level of consciousness the underlying questions of life and meaning. Such programs can prepare people to seek adventure safely and without damage to the environment and can be defined broadly enough to incorporate programs and experiences that lack physical risk. These three basic philosophies were considered of equal value by participants who responded to a questionnaire dealing with the philosophy, values and goals of Adventure Education and the value of the colloquium itself. Respondents felt that experiences of the nature presented at the colloquium belong in the public schools. Participants were asked to indicate the extent to which they felt prepared to take part in or lead adventure experiences. Those who felt well prepared considered adventure experiences as unique opportunities to develop one's potential and worth. They also felt the colloquium was well done and actually provided an opportunity to develop leadership skills. Those who did not feel well prepared tended to feel that the colloquium fell short of their expectations. Overall, however, participants indicated that the concerns of risk, liability and insurance were well covered and that the program provided an adequate rationale for adventure programs and enough actual outdoor experiences. (DS)

ED 170 090 RC 011 304

Mielke, David N., Ed.
Teaching Mountain Children: Towards a Foundation of Understanding.
Appalachian Consortium, Inc., Boone, N.C.
Spons Agency-Appalachian State Univ., Boone, N.C.; Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-78
Note-249p.; Not available in hardcopy due to publisher's request ; Small print marginally legible
Available from-Appalachian Consortium Press, 202 Appalachian Street, Boone, North Carolina 28607 (LC 77-18344; $5.95)
Pub Type- Books (010) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Attitudes, Area Studies, *Attitudes, Blacks, *Demography, Elementary Secondary Education, *Ethnic Studies, Family Life, Females, Music, *Regional Characteristics, Regional Dialects, Religion, Rural Education, Rural to Urban Migration, *Schools, Teacher Attitudes, *Values
Identifiers-*Appalachia (South), Elementary Secondary Education Act Title IX, North Carolina, Tennessee, Virginia

The collection of 31 articles about Appalachian history, culture, customs, and education by people from a variety of backgrounds is intended to facilitate understanding of the special needs of Appalachian students by teachers and school administrators. Designed to address the problems faced in 16 specific counties in Tennessee, Virginia, and North Carolina, the selections are generally relevant to the region as a whole. The articles in the book are attempts to sensitize educators to the historical, social, and economic conditions of Southern Appalachia, as well as to acquaint them with the area's language, values, family life, religion, and music. There are discussions of Appalachian women, blacks, and urban migration. Some articles examine the exploitation of Southern Appalachia by outside interests and the distortion of the region by the national media. Regional people who have critically examined Appalachian schools present their educational views. A briefly annotated bibliography lists books, periodicals, and films which could form the core of an Appalachian studies collection in a school library. (Author/SB)

Greene, Marjorie R. Curry, Martha G.

The Management of Social and Economic Impacts Associated with the Construction of Large-Scale Projects: Experiences from the Western Coal Development Communities.

Battelle Pacific Northwest Laboratories, Richland, Wash.
Spons Agency-Energy Research and Development Administration, Washington, D.C.
Report No.-BNWL-RAP-16
Pub Date-Jun 77
Contract-EY-76-C-06-1830
Note-56p.
Available from-National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 21151 ($5.00)
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Attitudes, *Community Change, *Community Planning, Community Problems, Community Services, *Economic Development, Federal Government, Government Role, Local Government, *Management, Methods, Population Trends, Projects, *Rural Development, *Social Problems, State Government, Urban to Rural Migration
Identifiers-Coal, *Energy Development, United States (West)

Large-scale energy or resource development projects in rural areas cause environmental, social, and economic changes in the community. The negative aspects of these impacts can be mitigated and the positive aspects enhanced, through the use of effective impact management strategies by local and state governments (together and separately), the federal government, and the project developer. Communities undergoing rapid changes related to energy development usually experience a rapid and large population influx and resulting social problems; an overload of existing facilities and services; and pressure for change in the community's economic structure. The major social and economic sectors impacted are: community cohesion and social structure, education, housing, fire and police protection, transportation, utilities, social and health services, recreation, planning and growth management, and funding problems and needs. For each sector the report presents a summary of the most common management tools, techniques, and planning strategies currectly being proposed or implemented in Western United States coal development communities, and discusses three crucial issues in impact management: the community's planning capabilites, the community's acceptance of planning, and obtaining sufficient funding for any needed expansion of public facilities and services. (SB)

ED 170 092 RC 011 306

Coughenour, C. Milton Coleman, A. Lee

Eastern Kentuckians View Their Quality of Life: Implications for Development.

Kentucky Univ., Lexington. Agricultural Experiment Station.; Kentucky Univ., Lexington. Dept. of Sociology.
Report No.-RS-56
Pub Date-Mar 79
Note-31p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-44, Factors in the Adjustment of Families and Individuals in Low-Income Areas of the South'', and S-79, Rural Development and the Quality of Life in the Rural South''; Small print may be marginally legible
Pub Type- Historical Materials (060) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Attitudes, Community Change, Community Problems, *Community Satisfaction, Demography, Economic Disadvantagement, Employment Opportunities, Local Government, *Local Issues, Longitudinal Studies, Need Gratification, *Perception, Public Housing, *Quality of Life, *Rural Development, *Rural Population, Rural Schools
Identifiers-Appalachia, *Kentucky (East), Kentucky (Harlan County), Kentucky (Perry County), Kentucky (Whitley County), Kentucky (Wolfe County)

Data from 1961, 1971, and 1973 surveys of households and community knowledgeables'' focused on the subjective assesssments of the quality of life (QOL) of residents of Harlan, Perry, Whitley, and Wolfe counties in Eastern Kentucky, and assessed policy implications. Overall, residents assessed their counties favorably. They rated wages and income, public utilities, and opportunities for post-high school education as most improved aspects of life, and rated schools and churches highly. The situation was perceived as improved for blacks and the poor but not for the old or young. There was growing satisfaction with personal and family life, especially among the younger, better educated, and more affluent town residents. Despite this optimism, there was concern about real income, physical environment, local government, law enforcement, and recreational opportunities. Future hopes and fears centered around economic conditions and health, especially for children. In remarkable agreement with the country as a whole residents saw the QOL of the U.S. increasingly favorably. Their perceptions of the QOL were not very different from the objective QOL and highlighted certain important issues. Buying power, medical care, general administration of welfare programs, and regulation of strip mining must be improved to maintain the subjective QOL of Appalachian Kentucky. (SB)

ED 170 093 RC 011 310

Castillo, Pedro, Ed. Camarillo, Albert, Ed.

Furia y Muerte: Los Bandidos Chicanos (Fury and Death: The Chicano Bandits). Monograph No. 4, Aztlan Publications.

Pub Date-73

Note-171p.

Available from-University of California at Los Angeles, Chicano Studies Center, 405 Hilgard Avenue, Los Angeles, California 90024 ($1.75, make checks payable to Regents UC)

Pub Type- Historical Materials (060)

Document Not Available from EDRS.

Descriptors-*Change Agents, *Cultural Background, Folk Culture, *Mexican American History, *Mexican Americans, *Social Change, Social Environment, Social History, Spanish Americans, Spanish Culture, *United States History

Identifiers-Baca (Elfego), Chicanos, Cortez (Gregorio), Cortina (Juan N), Murieta (Joaquin), *Outlaws, *United States (Southwest), Vasquez (Tiburcio)

In the latter half of the nineteenth century five Chicano bandidos'' became prominant in Southwestern history. These social bandits'' were viewed by the dominant Anglo culture as outlaws and criminals; their people saw them as heroes and fighters for justice. Anglos had invaded Northern Mexico, disrupted the existing society, and established a foreign government upon the indigenous population. A new language, culture and economy were imposed and the Mexicans were dispossessed of lands and jobs, deprived and downtrodden. Each of the five bandidos'' was a revolutionary against the Anglos and each expressed his rebellion in a different way. Tiburcio Vasquez and Joaquin Murieta adapted banditry as a form of retribution and led gangs that terrorized Anglos in California. Elfego Baca of New Mexico was handy with a gun, but he chose to defend his people by working within the law, first as a U.S. marshal and later as a lawyer. Juan N. Cortina attempted to raise armies as he used armed forces in the Texas Rio Grande Valley to champion the cause of the oppressed Mexicans there. Gregorio Cortez killed a Texas sheriff who was trying to arrest him unjustly and; in his flight from the posses pursuing him, his courage, horsemanship and ability to embarrass the Anglos endeared him to his people. This anthology discusses the times and conditions producing each of these social bandits,'' their individual deeds, and their ultimate ends. (DS)

ED 170 094 RC 011 311

Dubois, Betty Lou

Biomedical Communication Skills for Minority Students.

Spons Agency-National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Pub Date-23 Apr 79

Grant-5T32GM07667-02

Note-12p.; Paper presented at the Annual TESOL Convention (Boston, Massachusetts, February 27-March 4, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students, *Communication Skills, Composition Skills (Literary), Higher Education, *Honors Curriculum, *Minority Groups, Technical Writing, Undergraduate Study, Verbal Communication, Writing, *Writing Skills

Identifiers-*Biomedical Sciences, *MARC Honors Undergraduate Program, New Mexico State University

A course in communications skills for the biomedical sciences is a component unique to the New Mexico State University MARC Honors Undergraduate Program. The program seeks to identify and assist minority students who show evidence of having clear potential to perform at a high level in the biomedical sciences and who show a determination to enter graduate programs leading to a Ph.D. degree. The major objectives of the course are to teach the students to (1) present research papers at scientific meetings; (2) speak to lay groups about their scientific research; (3) write articles for scholarly journals, and (4) write papers on scientific topics for laymen. The method of attack includes analysis of journal articles as to the major divisions of a paper, functions of individual sentences, and flaws in writing. Differences between top level writing for scientists or for laymen are also examined. Tape recordings from scientific meetings provide examples of good and poor spoken presentations and special attention is devoted to repetition of ideas, discourse cues, stylistic integrity and use of visual ideas. Student written work, oral video taped presentations, group editing practices, and instruction in writing proposals are also included. The course helps students to see writing as a process and become aware of the steps necessary to produce a polished piece of work. (Author/DS)

ED 170 095 RC 011 317

Aguilar, Rosalie M.
Dos Amigos... (Two Friends...).
Mesa Community Coll., Ariz.
Pub Date-20 Nov 78
Note-24p.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Child Language, *Childrens Literature, Elementary Education, *Foods Instruction, Illustrations, Large Type Materials, Reading Materials, *Spanish Speaking, Student Developed Materials, *Supplementary Reading Materials, Vocabulary Development

Intended for supplementary reading material for Spanish speaking children in elementary grades, this illustrated Spanish text was developed by students in the Bilingual Teacher Aide Program at Mesa Community College. Both language and content have been controlled to provide linguistically and culturally sensitive material relevant to the experience of the Chicano child of the Southwest. The story centers around Teresita Tortilla who one day encounters a strange newcomer on the kitchen table. He is square and white with corners the color of coffee and he calls himself Pablo Pan. Teresita and Pablo become better acquainted and learn all about each other. They discuss the grain families they come from and find they are related. They discover what each is used for and compare their similarities. Once strangers, Teresita Tortilla and Pablo Pan become good friends. (DS)

ED 170 096 RC 011 318

Stewart, Julieta

Graciela Camina a la Escuela (Graciela Walks to School).

Mesa Community Coll., Ariz.

Pub Date-27 Sep 78

Note-24p.

Language-Spanish

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Child Language, *Childrens Literature, Elementary Education, Illustrations, Large Type Materials, Reading Materials, *Safety Education, *Spanish Speaking, Student Developed Materials, *Supplementary Reading Materials, *Traffic Safety, Vocabulary Development

Rules of traffic safety constitute the theme of this booklet, intended as reading material for Spanish speaking elementary school children. The document was developed by students in the Bilingual Teacher Aide Program at Mesa Community College. Both the Spanish language and content have been controlled to provide linguistically and culturally sensitive material relevant to the experience of the Chicano child of the Southwest. In the story a little girl, Graciela, walks with her older brother Hector so that he can show her the safest way to go to school. On the way Hector explains traffic light colors, walk and no walk signs, and the buttons that pedestrians can use to activate traffic light signals. Hector cautions Graciela to never cross in the middle of the street, wait on the sidewalk until the light changes, and always look both ways before crossing. He also instructs her on the “correct” side of the street to walk on when there are no sidewalks. Simple black and white illustrations give a “coloring book” appearance to the document. Several learning exercises are provided at the conclusion of the story. (DS)

ED 170 097 RC 011 319

Olais, Niltza M.

Las Tres Comidas del Dia (The Three Meals of the Day).

Mesa Community Coll., Ariz.
Pub Date-27 Sep 78
Note-12p.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Child Language, *Childrens Literature, Elementary Education, *Foods Instruction, High Interest Low Vocabulary Books, Illustrations, Large Type Materials, *Reading Materials, *Spanish Speaking, Student Developed Materials, Supplementary Reading Materials, Vocabulary Development

A sixteen line poem in Spanish provides the text of this short booklet on the three meals of the day. Designed for use as supplementary reading materials for the elementary grade Spanish speaking child, the booklet was developed by students in the Bilingual Teacher Aide Program at Mesa Community College. Content and language have been controlled to provide linguistically and culturally sensitive material relevant to the experience of the Chicano child of the Southwest. Large, black and white illustrations accompany the text, which centers around Panchito and the three meals he eats one day. For breakfast he may have orange and apple juice, eggs with sausage, grapes, bananas, and toast with butter and jam. Lunch time brings various salads, tacos and enchiladas. At dinner Pancho has fruit, cantaloupe, watermelon, tortillas, beans, tostadas, and taquitos. (DS)

ED 170 098 RC 011 320

Pfeiffer, Theresa

Un Libro de Pinturas de la Revolucion de Mexico (A Book of Drawings of Mexico's Revolution).

Mesa Community Coll., Ariz.
Pub Date-27 Sep 78
Note-24p.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American History, *Bilingual Education, Child Language, *Childrens Literature, Elementary Education, High Interest Low Vocabulary Books, *History Instruction, Illustrations, Large Type Materials, *Mexican American History, Reading Materials, Revolution, *Spanish Speaking, Student Developed Materials, *Supplementary Reading Materials, Vocabulary Development
Identifiers-*Mexican Revolution

Scenes from the Mexican Revolution are featured in this short booklet for Spanish speaking children in the elementary grades. These supplementary reading materials were developed by a student in the Mesa Community College Bilingual Teacher Aide Program. Both the language and content are intended to provide linguistically and culturally sensitive materials relevant to the experience of the Chicano child of the Southwest. The captioned illustrations of the booklet center around Miguel Hidalgo and refer to him as the father of Mexico. The material includes a map of Mexico, a picture of Hidalgo, and scenes related to the revolution itself. Hidalgo's incarceration and execution are also included in the narrative. A final scene shows the Mexican flag with a caption stating that many people died so that we would be able to have liberty. (DS)

ED 170 099 RC 011 321

Randall, Clint Van Buskirk, Sue
Aprendemos de carreras (We Learn about Careers).
Mesa Community Coll., Ariz.
Pub Date-27 Sep 78
Note-31p.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, *Career Awareness, *Career Education, Child Language, *Childrens Literature, *Elementary Education, Illustrations, Large Type Materials, Occupations, Reading Materials, *Spanish Speaking, Student Developed Materials, *Supplementary Reading Materials, Vocabulary Development

Designed to help Spanish speaking children learn more about various professions, this book features scenes of people at work in 22 different occupations. The Spanish text, illustrations and learning exercises were

developed as supplementary reading materials for elementary grades by students in a Bilingual Teachers Aide Program at Mesa Community College. Both language and content provide linguistically and culturally sensitive material relevant to the experience of the Chicano child of the Southwest. The different types of occupations which are described include a judge, teacher, doctor, nurse, carpenter, electrician, painter, garbageman, postman, bus driver, shoe salesman, butcher, waitress, policeman, photographer, fireman, bank teller, barber, and cashier. The large illustrations are black and white coloring book style. (DS)

ED 170 100 RC 011 322

Bataille, Gretchen Mueller

American Indian Literature. A Selected Bibliography for Iowa Schools.

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Aug 78
Note-86p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adolescent Literature, *American Indians, *Childrens Literature, Cross Cultural Studies, Cultural Awareness, Cultural Background, Cultural Pluralism, Elementary Education, Elementary Secondary Education, *Information Sources, Instructional Materials, Language Arts, Racial Attitudes, Reading Materials, *Resource Materials, Secondary Education, Social Studies
Identifiers-*American Indian Education, *American Indian Literature

Avoidance of stereotypes and realistic portrayal of American Indian life are among the criteria used for the references included in this annotated bibliography. The volume is intended to assist Iowa teachers, particularly of language arts and social studies, in correcting misconceptions about American Indians by identifying materials and resources that can be used in the classroom. Published between 1931 and 1978, the materials are organized by grade level. The elementary section lists 210 books which emphasize similarities among all people, yet also demonstrate clear cultural differences that make American Indians a unique group in American society. The 170 titles in the junior high section provide romantic and adventure stories, as well as factual and historic information. In the high school section 135 books are listed; poetry, novels and biographies are included in the wide range of materials available for this age group. Two sections listing resources for teacher use include historical and contemporary references on Indian history and Indian-white relations and material on American Indian literature. Twenty-four references deal with stereotyping and misrepresentation and 43 works are cited as additional bibliographical references. A section on recommended films lists four annotated bibliographies of visual materials and 43 films most often used. The final section lists miscellaneous resources, including newspapers, curriculum materials, journals, and organizations. (DS)

ED 170 101 RC 011 328

Snyder, Glenn And Others

Environmental Education: River Policy and Procedures.

Spons Agency-Jefferson County School District R-1, Lakewood, Colo.
Pub Date-Nov 75
Note-77p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education, *Environmental Education, Equipment Maintenance, Equipment Standards, Experiential Learning, Facility Inventory, Field Instruction, *Field Trips, Learning Activities, Objectives, *Outdoor Education, *Policy, *Responsibility, Safety, Sanitation, Secondary School Teachers, *Teaching Procedures
Identifiers-Colorado (Jefferson County), *River Rafting

Accurate as of October 1975, the guidebook establishes detailed procedures and policies to be used by all persons engaged in white water rafting trips involving students from Jefferson County (Colorado) Public Schools, and provides a general guide and set of instructions for anyone planning and carrying out such a trip. The guidelines are drawn from the latest state and federal information available, from the Colorado Outward Bound School, and from the knowledge of many experienced river rafting supervisors. The guidebook provides secondary school staff members who sponsor river rafting activities with minimum safety and sanitation standards (safety restrictions, first aid treatment, emergency procedures, hand and dish washing, food and drinking water preparation and storage, waste disposal). Information and checklists regarding the kind, use, and care of all required equipment are included. The book presents full instructions for five suggested environmental activities, a sample activity timetable for a 5-day trip, and instructional sequences for teaching rafting skills. Organizational material includes a preparatory checklist and time schedule, staff criteria, sample menus, a reading and reference list, and detailed information about the condition of several Colorado rivers and their environments. (SB)

ED 170 102 RC 011 330

Macias, Reynaldo Flores, Ed.

Perspectivas en Chicano Studies I (Perspectives in Chicano Studies I).

California Univ., Los Angeles. Chicano Studies Center.; National Association of Chicano Social Science.; National Council of La Raza, Washington, D.C.

Pub Date-77

Note-254p.; Papers presented at the Annual Meeting of the National Association of Chicano Social Science (3rd, Austin, Texas, April 11-12, 1975); Report prepared with the assistance of Amauta-National Center for Chicano Studies Research

Available from-Chicano Studies Center, University of California at Los Angeles, Los Angeles, California 90024 ($5.50, make checks payable to Regents U.C.)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Books (010)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Colonialism, Conferences, Cultural Awareness, Culture Conflict, Educational History, *Ethnic Studies, Females, Labor Force, Labor Problems, Language Role, Mental Health, *Mexican American History, *Mexican Americans, Music, Nationalism, Political Influences, *Politics, Sex Role, Social Discrimination, *Social History, *Social Sciences

Identifiers-Barela (Casimiro), Brown Berets, *Chicanos, Marxism

The first of 12 papers, Colonial Labor and Theories of Inequality: The Case of International Harvestor'', reports on the role of minority labor in one of the largest corporations in the U.S. and interprets the patterns of inequality within a framework of colonial theory. Casimiro Barela: A Case Study of Chicano Political History in Colorado'' recounts the accomplishments of a Chicano political leader who in the last quarter of the 19th century protected the rights of Chicanos in Colorado and throughout the Southwest. Other papers present a historical analysis of the Title VII Bilingual Education Act, discuss Chicanos in politics, summarize a mental health needs and attitude survey, describe the development of the Chicano working class in Santa Barbara, California, and discuss Chicanos as a post-Colonial minority. Towards an Understanding of the Politicization of Lumpenproletariat: A Dramaturgical First Look'' recounts the author's participation-observation experiences with a Brown Beret Chapter in its formative stage. Two other papers discuss Marxism and the Chicano Movement, and Tejano music as an expression of cultural nationalism. The final papers are Language as an expression of Ideology: A Critique of a New Marxism View'' and The Social Origins of Chicano Nationalism, Class and Community in the Making of Aztlan: 1800-1900.'' (DS)

ED 170 103 RC 011 331

Migrant Education Evaluation Report 1977-1978. Title I ESEA. Idaho State Department of Education. State Annual Evaluation Report.

Idaho State Dept. of Education, Boise.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.
Pub Date-78
Note-49p.; Small print may be marginally legible
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, Career Education, *Educational Programs, Elementary Secondary Education, Enrollment, Inservice Teacher Education, Mexican Americans, *Migrant Child Education, Migration Patterns, *Multicultural Education, Parent Participation, Parent School Relationship, Personnel, *Program Effectiveness, Program Evaluation, *Resource Room Programs, Summer Programs
Identifiers-Elementary Secondary Education Act Title I; *Idaho, Migrant Student Record Transfer System

Nearly 8,700 migrant students (73% at the elementary level) participated in Idaho's 1978 migrant education program which emphasized oral language, reading, and math skills for all students, and career preparation (driver training, verbal and non-verbal communication skills, GED skills) for teenagers. Of the 33 participating school districts, 30 had sufficient migrant enrollment to require special educational programs during the regular term. Bilingual resource teachers and instructional aides used special materials and rooms to provide supplementary individualized instruction in a bilingual/bicultural environment. Nearly 90% of 5,600 mmigrant students gained an average of 1.5 grade levels in reading and math skills. In the summer program, which stressed oral language development, 80 to 90% of the elementary students achieved their individualized objectives. The staff benefitted from numerous curriculum and inservice workshops, some of which emphasized cultural awareness. Two Migrant Education Resource Centers (MERCs) provided bilingual teacher consultants, space for professional lending libraries, cooperation with and computer link to the Migrant Student Record Transfer System, cooperation with home/school coordinators, and a health consultant. Each LEA had an active and successful Parent Advisory Council. (SB)

ED 170 104 RC 011 333

Tijerina, Andres A.

Assessment of Needs and Coping Mechanisms of Elderly Mexican Americans.

Spons Agency-Houston Univ., Tex. Graduate School of Social Work.; Texas State Dept. of Human Resources, Austin.
Pub Date-77
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingualism, Caseworker Approach, Communication Problems, *Coping, *Delivery Systems, Demography, Family (Sociological Unit), Family Life, Health Needs, Health Personnel, *Human Services, Interviews, *Mexican Americans, *Needs Assessment, Older Adults, Physical Health, *Senior Citizens, Transportation, *Urban Population, Use Studies

In March of 1977 a survey was conducted in Austin, Texas to determine the effectiveness of the Texas Department of Human Resources (DHR) service delivery and to obtain data on the social and cultural characteristics of urban Mexican American elderly. Interviews with 163 Supplementary Security Income recipients who were 65 years or older utilized questions in six categories: demographic information, transportation and communication, bilingualism, extended family, health, and interface with public service agencies. The study showed that isolation was one of the major problems facing the elderly, with transportation especially difficult. Eighty percent of the respondents lived with spouses or alone; 29% lived with their families. There was a definite pattern of stability regarding residence. Forty-one percent had immediate relatives in their neighborhood. Almost half of the respondents suffered from high blood pressure, arthritis or rheumatism. There was a high level of awareness of such services as food stamps, Social Security, Medicaid and Medicare. Some 63% of the old people believed that governmental agencies swamp information on clients. This may indicate some people might be reluctant to request services because of that fear. The subjects receiving DHR assistance indicated satisfaction with treatment they received, although nearly half would have liked different caseworkers. (DS)

Reed, Michael Recio, Manuel
Recruiter's Manual.
Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-May 79
Note-36p.; Used by Pennsylvania Migrant Education Recruiters
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Finance, *Eligibility, *Enrollment, Federal Legislation, Government School Relationship, Home Visits, Migrant Children, *Migrant Education, *Occupational Information, *Student Recruitment
Identifiers-Elementary Secondary Education Act Title I, *Migrant Student Record Transfer System, *Pennsylvania

The manual assists both experienced and inexperienced personnel in defining and completing the entire range of tasks associated with the position of Pennsylvania Migrant Education Recruiter. The recruiter's primary responsibilities are to identify migrant children in the area and enroll those children eligible under Title I ESEA (Elementary and Secondary Education Act) into the program and the Migrant Student Record Transfer System (MSRTS). These duties are important because migrant children are often 2 to 3 years behind their peers and because state funding levels are in part determined by enrollment figures. In addition to identification and enrollment, the recruiter must complete yearly re-enrollment forms for provisional students, attend training sessions, serve as home-school liaison when requested, make monthly written and personal reports to the site director, and complete other assigned duties. The manual gives guidelines and examples to aid in determining program eligibility, completing all enrollment forms, conducting and reporting home visits, and working in the schools; a map of program sites in Pennsylvania; organizational charts for recruiters; a roster of Pennsylvania recruiters; and information regarding two reports from the MSRTS center in Little Rock, Arkansas. (SB)

Interstate Migrant Education Task Force. Third Interim Report: Findings and Recommendations. Report No. 127.

Education Commission of the States, Denver, Colo.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-May 79
Note-36p.; For related document see ED 153 747
Available from-Interstate Migrant Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Records, *Bilingual Education, Communications, Early Childhood Education, English (Second Language), Interagency Cooperation, *Interstate Programs, *Migrant Education, *Migrant Health Services, Migrants, Organizational Communication, Program Coordination, *Program Planning, Statewide Planning, *Teacher Education
Identifiers-*Interstate Migrant Education Task Force, Migrant Student Record Transfer System

In this third report the Task Force focuses on the whole child in an attempt to help all agencies responsible for any services to migrants improve the total range of services needed by migrant farmworkers and fishers, and thus improve the migrant child's chances for a basic education. The recommendations explore two topics new to the Task Force (bilingual education and health care services) and reconsider five previously unresolved issues: early childhood education, planning and evaluation, teacher training, public information, and information and credit exchange. Bilingual education, different from migrant education, should be available for those migrant students who cannot function in a traditional English language instructional program. English skills should be developed via teaching English as a second language. Health care services must be stressed in view of the high rates of early death and communicable disease among migrant workers. Among other things, the Migrant Student Record Transfer System (MSRTS) health record should match that of other health service programs. The MSRTS health records of migrant children residing in non-Title I areas should be available to clinics and private physicians to promote the continuity of medical care. The Task Force will now present its recommendations to appropriate legislatures and agencies. (SB)

SE

ED 170 107 SE 024 916

Federal Obligations to Universities and Colleges Rose 10% in FY 1976, Mostly in Nonscience. Science Resources Studies Highlights, May 26, 1978.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-78-308

Pub Date-26 May 78

Note-7p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Finance, Expenditures, *Federal Aid, *Financial Support, *Grants, Higher Education, Reports, *Research, Scientific Research, Universities

This report presents data on Federal funds obligated to higher institutions in the U.S. It indicates that level of Federal support to colleges and universities for both R&D activities and nonscience support are likely to increase during the late seventies. Budget estimates show that Federal R&D obligations increased by about 16% between 1976 and 1977, and are expected to rise by 12% between 1977 and 1978, and by an additional 8% in 1979. The report lists 100 leading institutions ranked in terms of funds obligated to them in FY 1976. It shows that the level of concentration of funding for these institutions was lower in 1976 than in 1975, due to a wider dispersion of nonscience funding. Obligations for R&D activities and for general institutional support are expected to increase. (GA)

ED 170 108 SE 024 951

Reviews of Data on Science Resources, No. 31, May 1978. A Comparison of National Industrial R&D Estimates with Actual NSF/Census Data.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-78-303

Pub Date-May 78

Note-11p.; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00368-2; $0.80)

Pub Type- Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Annual Reports, *Census Figures, Comparative Analysis, Development, *Expenditures, Federal Aid, *Financial Support, Reports, Science Education, Scientific Research, *Surveys

Identifiers-National Science Foundation

The National Science Foundation (NSF) publishes information on R&D expenditures by American industry based on data collected by the Bureau of the Census. Other organizations publish data on the same issue collected by surveys or derived from secondary sources. Differences exist between these two data. In an effort to understand the reasons underlying the differences, the paper compares the data published by these organizations with the NSF/Census data, concerning R&D expenditure in U.S. industry. The paper describes in detail each of the various sources of industrial R&D data and includes tables to show relative differences between their data and NSF/Census data. A description of the NSF/Census survey is also included. (GA)

ED 170 109 SE 025 463

Williams, Jeffrey W. Warf, Sallie L.
Education Directory. Public School Systems 1977-78.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-105
Pub Date-78
Note-275p.; For related document, see ED 130 392; Not available in hard copy due to small print size
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01900-1; No price quoted)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Directories, *Elementary Secondary Education, *Enrollment, Public School Systems, School Districts, *School Size, School Statistics, School Superintendents, *Tables (Data)

The primary purpose of this annual directory is to list all local agencies providing free public elementary and secondary education in the United States and its outlying areas. Included are agencies that provide general or both general and specialized education, but not those that provide only specialized education. The directory does not include area vocational-technical training systems nor does it include any area school systems that provide only special education. Local'' as used here denotes those agencies closest to the actual operation of the educational programs. Where administrative services are performed for more than one school district by a common superintendent, the resulting supervisory union is listed in addition to the local school districts. The main body of the directory lists, in alphabetical order by state, the following information for each system: name of unit, mailing address, county name, grade span, number of pupils, and number of schools. Also included are summary tables showing: (1) the distribution of operating local public school systems and numbers of pupils by system size; (2) the number of such systems by grade span and size, by grade span and state, and by school system size and state; and (3) the number of operating and nonoperating public school systems by state or other area. (Author)

Neill, Shirley Boes
School Energy Crisis: Problems and Solutions. AASA Critical Issues Report.
Education News Service, Sacramento, Calif.
Spons Agency-American Association of School Administrators, Washington, D.C.
Pub Date-77
Note-88p.
Available from-American Association of School Administrators, 1801 N. Moore St., Arlington, Virginia 22209 ($8.95; Discounts on quantity orders)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Building Design, Building Improvement, *Building Operation, Case Studies, Elementary Secondary Education, Energy, *Energy Conservation, Facilities, *School Administration, *School Buildings, *School Districts, State Agencies

This publication provides an overview of the energy crisis in schools. This overview has been written for school administrators who desire to understand their energy problems and to know what to do to conserve energy in their schools. Included are: (1) the impact of the energy crisis on the nation and the schools; (2) what state education agencies are doing to help local districts; (3) several case studies showing how school districts are coping with energy problems; and (4) how to cut school energy costs through maintenance, energy audits, deconsumption, and using outside help. The appendix lists: (1) ideas and actions for energy conservation efforts; and (2) state energy coordinators. (MR)

ED 170 111 SE 026 705

Clark, Vilson

Energy for Survival: The Alternative to Extinction.

Pub Date-75

Note-652p.

Available from-Anchor Books, Anchor Press/Doubleday, Garden City, New York 11530 ($4.95)

Pub Type- Books (010) - Reference Materials (130)

Document Not Available from EDRS.

Descriptors-Conservation Education, Cost Effectiveness, Electricity, *Energy, *Energy Conservation, Environmental Education, Fuel Consumption, *Fuels, *Futures (of Society), Natural Resources, Nuclear Physics, Solar Radiation, Technology

Identifiers-*Alternate Energy Sources

The author initially describes the basic physical principles associated with energy and the rise of energy usage in the United States. Also discussed are the ways energy limits growth and its use in various sectors of society. It is suggested that the decentralization of America's electrical system will save a great deal of energy. A variety of energy resources for the future are examined; fossil fuels, nuclear fission and fusion, geothermal, tidal and hydroelectric power and hydrogen. The main topic is various forms of solar energy. Research concerning large-scale solar power projects is suggested to determine the amount of energy required to build and operate them. Another focus is a variety of decentralized uses of solar energy. Finally, energy from the wind is discussed in light of storage, equipment, present use and future possibilities. (TM)

ED 170 112 SE 026 790

Frankel, Martin M., Ed.
Projections of Education Statistics to 1986-87.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-403
Pub Date-78
Note-210p.; For related document, see ED 145 568; Not available in paper copy due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 107-080-01918-3; No price quoted)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Degrees (Titles), *Educational Finance, Elementary Secondary Education, *Enrollment Projections, Enrollment Trends, Expenditures, Faculty, Graphs, High School Graduates, *National Surveys, Prediction, Research Methodology, *School Statistics, Tables (Data), Teachers, Tuition

Provided are statistical projections for elementary and secondary schools and institutions of higher education. The statistics include enrollments, high school graduates, teachers, expenditures of educational institutions, and charges to students of institutions of higher education. These projections supersede those shown in the 1985-1986 edition. Each chapter consists of data tables and graphs preceded by a brief introduction discussion. The first of two appendices provides details of statistical methods employed in the projection along with a glossary of terms. The second appendix contains tables predicting school-age population to 1987, and tables documenting fundings for educational institutions and activities. (RE)

ED 170 113 SE 026 827

McLeod, Douglas B. Adams, Verna M.

Aptitude-treatment Interaction in Mathematics Instruction Using Calculators.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Grant-NSF-SED-77-18531
Note-25p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Aptitude, *Calculation, *Educational Research, Higher Education, *Instruction, *Mathematics Education
Identifiers-*Calculators

Students in three mathematics classes were assessed on two aptitudes, field independence and general reasoning, and randomly assigned to either an expository or a discovery treatment. The expository treatment used a deductive sequence of instruction and provided maximal guidance for the students. The discovery group used an inductive sequence with minimal guidance, and provided calculators to help students discover concepts and rules independently. The topic of instruction involved errors in measurement and calculations with approximate data. There was a significant interaction with general reasoning on the retention test, as predicted. There were no interactions with field independence. (Author/MP)

Snover, Stephen L. Spikell, Mark A.

Because of Programmable Calculators, Why Avoid These Problems Any Longer?

Pub Date-Jan 79
Note-11p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Calculation, *Calculus, College Curriculum, *College Mathematics, *Curriculum, Higher Education, *Instruction, *Problem Sets, Problem Solving, Programing
Identifiers-*Calculators

Several examples are given of a variety of nonstandard problems, not ordinarily found in texts or courses, now accessible to students who have programmable calculators. These include: (1) finding limits; (2) evaluating infinite series; (3) calculating finite series; (4) computing variable length products; (5) solving equations; (6) searching for data; and (7) developing proofs. These types of problems are discussed and reasons are given for including them in the undergraduate curriculum and solving them with calculators. (MP)

Snover, Stephen L. Spikell, Mark A.

Programmable Calculators Facilitate Simple Solutions to Mathematical Problems.

Pub Date-Jan 79
Note-8p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algebra, *Calculation, *Curriculum, Flow Charts, High School Curriculum, *Instruction, *Problem Sets, Problem Solving, Programing, Secondary Education, *Secondary School Mathematics
Identifiers-*Calculators

The message of this article is that there are many types of problems ordinarily requiring advanced techniques or special insight to solve which can now be done as simple programming exercises on inexpensive programmable calculators. Several examples appropriate for the secondary school curriculum are given. These are: (1) evaluating polynomials; (2) graphing functions; (3) solving inequalities and equations; (4) finding limits; (5) evaluating finite and infinite series; (6) computing variable length products; (7) searching for data; and (8) developing proof. Flow charts and programs are presented for one example. (MP)

ED 170 116　　SE 026 859

Snover, Stephen L. Spikell, Mark A.

Using Programmable Calculators to Evaluate Complicated Formulas.

Pub Date-Jan 79
Note-9p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Calculation, Flow Charts, *Geometry, *Instruction, *Mathematical Formulas, Problem Solving, *Programing, Secondary Education, *Secondary School Mathematics, Teaching Techniques
Identifiers-*Calculators

The application of the programmable calculator to evaluating complicated formulas is illustrated by considering the formula for finding the area of any triangle when only the lengths of the three sides are known. Other advantages of the programmable calculator are discussed such as freeing the student to explore more challenging problems and discovering unexpected results. Flow charts and programs for the problem stated are given. (MP)

ED 170 117 SE 026 860

Snover, Stephen L. Spikell, Mark A.
A Programmable Calculator Activity. x Pub Date-Jan 79
Note-7p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Calculation, Flow Charts, *Instruction, *Learning Activities, *Problem Solving, *Programing, Secondary Education, *Secondary School Mathematics, Teaching Techniques
Identifiers-*Calculators

An activity for secondary schools is presented and discussed which may be explored with a programmable calculator. The activity is non-standard and could not be easily explored without the use of a programmable calculator. Related activities are also discussed. Flow charts and programs for different programmable calculators are presented. (MP)

Rosner, Joan And Others
Albuquerque's Environmental Story.
Albuquerque Public Schools, N. Mex.
Spons Agency-Department of Housing and Urban Development, Washington, D.C.
Pub Date- 78
Note-142p.; Not available in hard copy due to marginal legibility of original document
Available from-Albuquerque Public Schools, 724 Maple Street, S.E., P.O. Box 25704, Albuquerque, New Mexico 87125 ($4.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activity Units, Elementary Secondary Education, *Environmental Education, Field Trips, *Mathematics, *Outdoor Education, *Reading, *Resource Guides, Science Education
Identifiers-*New Mexico (Albuquerque)

This teachers' resource guide contains four sections in addition to an introduction. The first section is an interdisciplinary look at the major natural areas in and around Albuquerque. This is followed by a review of the city's cultural history and a glimpse into the interactions people of Albuquerque have had with their natural environment. The third section views the students' own school as a city in microcosm and presents the concept of an environment as an abiotic-biotic-cultural interrelated triangle. The last section looks at the environmental concerns of Albuquerque. Each section contains suggested activities which integrate various subject areas and are adaptable to various grade levels. (BB)

ED 170 119 SE 027 515

Lovett, C. James Snyder, Ted
Resources for Teaching Mathematics in Bilingual Classrooms.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-60p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($1.75)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingual Education, *Cultural Awareness, Elementary Secondary Education, *Instruction, *Mathematics Education, *Resource Materials, *Spanish Speaking
Identifiers-Information Analysis Products

A substantial resource is provided for those concerned with mathematics teaching in bilingual programs. Part I provides a concise overview of the issues and problems involved in the teaching of mathematics in bilingual classrooms. It begins with a brief description of the field of bilingual education and then considers the role of mathematics teaching with respect to the language of instruction, cultural referents, and certain psychological factors. Part II consists of an annotated bibliography of materials for teaching mathematics in Spanish/English programs. A list of suppliers of bilingual mathematics materials, a list of references to general bilingual materials, and a phrase list are appended. (MP)

ED 170 120 SE 027 523

Gearhart, Robert A. And Others
The Use of the Performance-Oriented Instructional Worksheet in Meeting Instructional Needs Within the Environmental Protection Agency.
Environmental Protection Agency, Washington, D.C. Office of Water Programs.
Pub Date-Oct 78
Note-26p.; Contains occasional light and broken type
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides, *Behavioral Objectives, Evaluation, *Instruction, *Instructional Improvement, Job Skills, *Performance Criteria, *Postsecondary Education

This booklet provides a step-by-step guide to non-traditional educators for developing and writing behavioral objectives. Worksheets and guidelines are provided to assist the instructor in developing individual lessons and course materials. A model is provided for reference. (CS)

ED 170 121 SE 027 537

Practical Materials for Teaching. Resource File: Edition I. Energy Management.

Department of Energy, Washington, D.C.
Report No.-DOE/CS-0034/1
Pub Date-Nov 77
Note-204p.; Contains occasional light and broken type
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 ($9.25)
Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adult Development, *Adult Education Programs, *Elementary Secondary Education, *Energy, *Energy Conservation, Films, Higher Education, Instructional Materials, Management, *Postsecondary Education, *Professional Continuing Education, Technical Education

This directory lists energy education programs directed at increasing the energy conservation awareness of scientists, engineers, managers, and technicians working in fields where they are responsible for managing energy consumption. The resource is prepared to help with the process of identifying, selecting, and obtaining materials for promoting energy-conservation skills. Section II includes comprehensive descriptions of such items as operations and maintenance manuals, life-cycle costing handbooks, films on fuel-saving driving techniques, and courses devoted to weatherization. Section III describes supplementary resources such as technical studies of energy conservation options, pamphlets containing simple tips, and supportive documents. (Author/RE)

Fundamentals of Solar Heating. Correspondence Course.

Sheet Metal and Air Conditioning Contractors National Association, Vienna, Va.

Spons Agency-Department of Energy, Washington, D.C.

Report No.-HCP/M-4038-01

Pub Date-Jan 78

Contract-EG-77-C-01-4038

Note-180p.; For related document, see SE 027 539; Contains occasional small type; Photographs will not reproduce well

Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 ($9.00)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Development, *Adult Education, *Building Design, Building Innovation, *Correspondence Courses, *Energy, Fuel Consumption, *Solar Radiation, Technological Advancement, *Thermal Environment

This course is designed for the use of employees of the air conditioning industry, and offers supervised correspondence instruction about solar technology. The following aspects of applied solar technology are covered: solar heating and cooling, solar radiation, solar collectors, heat storage control devices and specialty items, sizing solar system components, operation of solar heating systems, domestic water heating, heating system installation, servicing, and legal responsibilities. (Author/RE)

ED 170 123 SE 027 539

Study Guide for Fundamentals of Solar Heating: A Correspondence Course for the Airconditioning Industry.

Sheet Metal and Air Conditioning Contractors National Association, Vienna, Va.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-HCP/M-4038-02
Pub Date-Jan 78
Contract-EG-77-C-01-4038
Note-115p.; For related document, see SE 027 538
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 ($6.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, *Adult Vocational Education, *Energy, *Heating, *Solar Radiation, Thermal Environment

This study guide groups eleven lessons into four study units. The first unit discusses the development and basic concepts of solar heating. The second unit deals with the nomenclature of the solar heating system. The third study unit covers sizing of the solar heating system to meet demand and discusses the operation of the total system. The fourth unit presents learning materials concerning installation and servicing of solar assisted heating systems. There are review tests and unit examinations structured for assistance in reviewing the material and in integrating new information with that learned previously. (Author/RE)

ED 170 124 SE 027 540

Energy Conservation Workshop - Training Requirements for Technicians (Atlanta, Georgia, October 30-November 1, 1977).

Department of Energy, Washington, D.C. Div. of Power Systems.

Pub Date-Mar 78

Note-54p.; Contains occasional light type

Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161 ($5.25)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges, Energy, *Energy Conservation, *Fuel Consumption, *Higher Education, Postsecondary Education, Socioeconomic Influences, *Technical Education, Technological Advancement, *Technology Transfer, *Vocational Education, Workshops

This workshop was convened to study the training requirements of skilled technicians who will be required to install, operate, and maintain the advanced equipment and systems being developed by the Division of Power Systems of the Department of Energy (DOE). Community college educators and DOE technology program administrators were brought together in a workshop setting for discussions on the status of current programs, future needs, and ways needs could be solved. Included in the document are sections containing conclusions and recommendations of the conference, background of the conference, and a conference report. Appendices include a list of workshop participants, a description of the DOE's Division of Power Systems, and a brief summary of some of the characteristics of the junior college and community college system. (RH)

ED 170 125 SE 027 557

Count Me In: Educating Women for Science and Math. Videotape Documentary and Brochure.

Mills Coll., Oakland, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-26p.; Not available in hard copy due to copyright restrictions ; Best copy available

Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 (no price quoted)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Choice, *Career Education, *Females, Feminism, Higher Education, Mathematics, *Models, Science Education, *Scientists, *Womens Education, Womens Studies

Contained is a documentary of a comprehensive curricular/career model program at Mills College designed to help women enter scientific and technical fields. A series of vignettes illustrating key aspects of the program philosophy and methods is presented. Various viewpoints and experiences are related by women of different ages, ethnic backgrounds, levels of math preparation, and career aspirations in order to demonstrate that women can be motivated to enter nontraditional fields. Many elements of the program can be adapted for use at other educational levels and types of institutions to meet the needs of a variety of students. (Author/RE)

ED 170 128 SE 027 558

Equality in Science: Formula for Changing Sex Bias. Project on Sex Stereotyping in Education.

Georgia State Univ., Atlanta.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-18p.; Not available in hard copy due to copyright restrictions

Available from-Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 (no price quoted)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Activity Units, Elementary Secondary Education, *Instructional Materials, Science Education, *Scientific Methodology, *Sex Differences, *Sex Discrimination, *Sex Stereotypes, Transparencies, Visual Aids

This module consists of 4 handouts and 4 transparency masters to be used with a 35-minute tape on sex stereotyping and its effect on science and science education. The handouts are a list of women in modern science, a list of activities, an activity called the grading game in which students pretend they are teachers and list the names and grades of 4 students in each of 4 classes (English, math, science, and home economics), and a bibliography. The transparencies are: (1) a definition of stereotyping and a list of stereotypic descriptions for discussion; (2) an illustration of the scientific method; (3) a chart of the percentage of male and female workers in science-related occupations; and (4) an illustration of intellectual sex differences during childhood and adolescence. (BB)

ED 170 127 SE 027 564

Conservation District Guide for Education Programs.
National Association of Conservation Districts, League City, Tex.
Pub Date-79
Note-61p.; Not available in hard copy due to marginal legibility of original document
Available from-National Association of Conservation Districts, P.O. Box 855, League City, Texas 77573 ($2.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Conservation Education, Curriculum Development, *Educational Programs, *Elementary Secondary Education, *Environmental Education, Government Role, *Government School Relationship, *Postsecondary Education, Resource Materials, Science Education

This guide is intended for the use of conservation districts in planning and implementing a coordinated program of environmental education. Much of the material in the guide came from discussions among conservation district board members, state conservation personnel, and state education specialists. The guide uses a step-by-step approach covering main topics which include: (1) the rationale for environmental education as part of the conservation district program; (2)responsibilities of the conservation district board; (3) initial tasks of an education committee; (4) preparation of the environmental education program; (5) implementation of a successful environmental education program; and (6) 14 appendices containing resources and practical ideas. (RE)

ED 170 128 SE 027 570

Benedict, John T.
Metrication for the Manager.

American National Metric Council, Washington, D.C.
Pub Date-Sep 77
Note-57p.; Not available in hard copy due to copyright restrictions; Contains occasional marginal legibility

Available from-American National Metric Council, 1625 Massachusetts Ave., N.W., Washington, D.C. 20036 ($4.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Business Administration, *Instruction, *Management, *Manufacturing Industry, Mathematical Applications, *Mathematics Education, Measurement, *Metric System, Postsecondary Education, Resource Materials

The scope of this book covers metrication management. It was created to fill the middle management need for condensed, authoritative information about the metrication process and was conceived as a working tool and a prime reference source. Written from a management point of view, it touches on virtually all aspects of metrication and highlights the important factors. Emphasis is on the manufacturing business; however, information and ideas apply equally well to other organizations and businesses. Contents include chapters on planning, engineering, manufacturing, purchasing, marketing, computer systems, training, and cost. (MP)

Aeronautics and Space Report of the President: 1977 Activities.
National Aeronautics and Space Administration, Washington, D.C.
Pub Date-78
Note-96p.; Photographs and parts of appendices may be marginally legible
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 033-000-00737-0; $2.75)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Aerospace Technology, Communication Satellites, *Federal Government, Federal Programs, Lunar Research, Science Education, *Scientific Research, Space, *Space Sciences, *Technology

The national programs in aeronautics and space made steady progress in 1977 toward their long-term objectives. In aeronautics the goals were improved performance, energy efficiency, and safety in aircraft. In space the goals were: (1) better remote sensing systems to generate more sophisticated information about the Earth's environment; (2) cost-effective, versatile space transportation; and (3) understanding the origins and processes of the Earth, the solar system, and the Universe. Aeronautic research made real gains toward developing technologies that would enable future transport aircraft to reduce fuel consumption by up to 50% along with lower noise and emission levels. The United States attempted 26 launches into space in 1977; 24 of them put 29 satellites into orbit. (Author/BB)

ED 170 130 SE 027 575

IPPF Co-operative Information Service. February 1979.
International Planned Parenthood Federation, London (England).
Pub Date-Feb 79
Note-48p.
Available from-International Planned Parenthood Federation, 18-20 Lower Regent Street, London SW1Y 4PW England (free)
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
Document Not Available from EDRS.
Descriptors-Demography, Environmental Education, *Family Planning, Health Education, Information Services, *Population Education, *Reproduction (Biology), Science Education, *Social Influences

Bibliographic entries are classified into nine categories: (1) General Reference; (2) International Planned Parenthood Federation; (3) Family Planning; (4) Bio-Medical Research; (5) Social Sciences Related to Family Planning; (6) Education and Training; (7) Information and Communication; (8) International Organizations and Conferences; and (9) Countries. Each title is cited only once and a numerical system of cross-referencing is used. Complete bibliographic information is given for each entry and a listing of publishers' addresses is included. A star system is used to indicate books and documents considered important and useful and interesting. Directions are provided for obtaining documents listed in this bulletin. (MA)

ED 170 131 SE 027 576

Branley, Franklyn M. Kessler, Leonard

Oulie Skyuern's Lightning Book.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Weather Service.

Report No.-NOAA-PA-77023

Pub Date-78

Note-17p.; Colored drawings may not reproduce well

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-018-00086-5; No price quoted)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accident Prevention, *Earth Science, *Electricity, Elementary Education, *Environmental Education, *Meteorology, *Safety, Science Education

Identifiers-*Lightning

This booklet, for children, gives safety tips for electrical storms. In addition, it explains the causes of lightning and lists some activities related to lightning and static electricity. (BB)

ED 170 132 SE 027 579

Science Activities in Energy: Solar Energy II.
Oak Ridge Associated Universities, Tenn.

Spons Agency-Department of Energy, Washington, D.C.
Pub Date- 78
Note-29p.; For related documents, see SE 027 580 and ED 152 529-532; Not available in hard copy due to marginal reproducibility
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Activity Units, *Earth Science, *Energy, Energy Conservation, Environmental Education, *Meteorology, *Science Activities, Science Education, Secondary Education, *Secondary School Science, *Solar Radiation

Included in this science activities energy package are 14 activities related to solar energy for secondary students. Each activity is outlined on a single card and is introduced by a question such as: (1) how much solar heat comes from the sun? or (2) how many times do you have to run water through a flat-plate collector to get a 10 degree rise in temperature? (BB)

ED 170 133 SE 027 580

Science Activities in Energy: Wind Energy.
Oak Ridge Associated Universities, Tenn.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-DOE-IR-0037
Pub Date- 78
Note-29p.; For related documents, see SE 027 579 and ED 152 529-532; Contains occasional marginal legibility
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activity Units, *Earth Science, Elementary Education, *Elementary School Science, Energy, *Energy Conservation, Environmental Education, *Meteorology, *Science Activities, Science Education
Identifiers-*Wind Energy

Included in this science activities energy package are 12 activities related to wind energy for elementary students. Each activity is outlined on a single card and is introduced by a question. Topics include: (1) At what time of day is there enough wind to make electricity where you live?; (2) Where is the windiest spot on your schoolground?; and (3) How much wind is needed to turn a modern wind machine? Most of the activities in the series can be completed in the classroom with materials readily available in any community. (BB)

ED 170 134 SE 027 581

Suydam, Marilyn N., Ed.
Investigations with Calculators: Abstracts and Critical Analyses of Research.
Ohio State Univ., Columbus. Calculator Information Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-138p.; Contains occasional light type
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Achievement, *Calculation, Elementary Secondary Education, Higher Education, Information Dissemination, *Instruction, *Learning, *Mathematics Education, *Research Reviews (Publications), Teaching Methods
Identifiers-*Calculators

The abstracts and critical analyses of research in this document were prepared and compiled to add to the fund of information on the effects of hand-held calculators on achievement and learning. Since many persons find it difficult to secure original copies of all research studies, the expanded abstracts should provide specific information frequently not included in the brief abstracts found in other publications. The critical commentary prepared by each abstractor pinpoints particular strengths and weaknesses noted for each of 36 studies. This document is proferred with the hope that other researchers will profit from analyses of the flaws and strengths in the design of each study. Almost all of the studies comparing achievement of groups using or not using calculators either favor the calculator group or (in about equal number) reflect no significant differences. Areas researched include decimals, problem solving, estimation, division, computational skills, proportion, general mathematics, business mathematics, chemistry, economics, low achievers, and retention. (Author/MP)

Interdependence: A Handbook for Environmental Education.
National Association of Independent Schools, Boston, Mass.
Pub Date-Feb 79
Note-51p.; Not available in hard copy due to copyright restrictions
Available from-National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($4.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Conservation Education, Curriculum, *Educational Programs, *Educational Resources, *Elementary Secondary Education, *Environmental Education, Instructional Materials, *Program Descriptions, *Science Education, Summer Programs, Surveys

The document includes several sections dealing with environmental education. The first section presents a brief description of courses or programs in environmental education offered by schools belonging to National Association of Independent Schools (NAIS). A second section presents expanded descriptions of 9 selected environmental programs. The third section describes summer opportunities in environmental education for teachers and students. A fourth section presents an annotated bibliography of selected textbooks in environmental education. The fifth section is a bibliography arranged by topics of interest to environmental educators. An appendix presents the questionnaire used to gather information on environmental education activities undertaken by NAIS member schools. (RE)

ED 170 136 SE 027 583

Reviews of Data on Science Resources, No. 33, April, 1979. U.S. Industrial R&D Spending Abroad.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-79-304
Pub Date-Apr 79
Note-8p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00406-9; $0.70)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business, Data, Economics, Industry; *International Programs, *Research, *Scientific Research, *Statistical Analysis, *Surveys

This report examines the research and development (R&D) funding of U.S. firms in foreign countries, discussing the available statistical data and describing the reasons for and location of foreign R&D programs undertaken by these companies. Expenditures of U.S. firms for R&D performed abroad reached $1.5 billion, increasing 41% from 1974 to 1977, compared to a 32% increase for industrial R&D performed within the U.S. R&D directors gave meeting local market conditions as the most frequent reason for locating or expanding R&D activities in foreign countries. Only an estimated 15% of the major U.S. industrial R&D performers spend any portion of their company funds outside the U.S. (Author/BB)

ED 170 137 SE 027 596

Holzheimer, Diane, Ed.
Appraisal, Children's Science Books, Vol. 12, No. 1, Winter, 1979.
Children's Science Book Review Committee, Cambridge, Mass.
Pub Date-79
Note-40p.
Available from-Appraisal, 36 Cummington Street, Boston, Massachusetts 02215 (subscription $6.00/year; $2.00/copy)
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-Booklists, *Books, *Childrens Books, Elementary Education, *Elementary School Science, *Instruction, Library Material Selection, *Science Education, Science Materials, Sciences, Scientific Literacy

Presented are reviews of over fifty children's science books. Each book is reviewed by a children's librarian and a science specialist. Each reviewer gives the book an excellent, very good, good, fair, or unsatisfactory rating. The age group for which the book is intended is given, as well as the bibliographic information. (BB)

ED 170 138 SE 027 598

Benson, Delwin E.

Helping Wildlife: Working With Nature.

Wildlife Management Inst., Washington, D.C.

Pub Date-77

Note-32p.; Shaded graphs and drawings may not reproduce well

Available from-Wildlife Management Institute, 709 Wire Building, 1000 Vermont Ave., N.W., Washington, D.C. 20005 ($1.00 postpaid)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Conservation (Environment), Conservation Education, *Ecology, *Environment, Environmental Education, *Environmental Influences, *Natural Resources, *Wildlife Management

This booklet is intended as a guide for teaching some basic ecological concepts of natural resources and wildlife management. The document is divided into eight sections dealing respectively with ecological concepts; elements of the environment that support life; habitats; population dynamics; aspects of wildlife population management; what wildlife managers do; opportunities for needed action; and a section providing additional sources of information. (Author/RE)

ED 170 139 SE 027 599

Alsbrooks, Ann And Others

Environmental Studies: A High School Course for Each Citizen, of Each Town, in South Carolina, U.S.A.

South Carolina State Dept. of Education, Columbia.
Pub Date-77
Note-772p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF05/PC31 Plus Postage.
Descriptors-*Activity Units, Air Pollution Control, *Course Content, *Environmental Education, *Instructional Materials, Pollution, Science Activities, Science Education, *Secondary Education, Social Sciences, Water Pollution Control

This is a complete environmental studies course for high schools. It may be used as a year-long elective, a semester course, or infused by individual units into science, social studies, health, or other courses. The course is composed of thirteen separate units entitled: (1) Investigating Environmental Problems and Issues; (2) Energy; (3) Water; (4) Food and Fiber; (5) the Marsh Lands; (6) Ecosystems; (7) Land Use; (8) Climate and Air; (9) Population; (10) Wildlife; (11) Chemicals and You; (12) Solid Wastes; and (13) Noise. Each unit contains a short introduction, content statements, student objectives, student activities, and lists of resources. The activities are geared to the state, national, and global level, but there is an emphasis on issues and concerns of South Carolina. (BB)

Thatcher, L. L. And Others

Techniques of Water-Resources Investigations of the United States Geological Survey. Book 5, Laboratory Analysis. Chapter A5, Methods for Determination of Radioactive Substances in Water and Fluvial Sediments.

Geological Survey (Dept. of Interior), Reston, Va.
Pub Date-77
Note-95p.; For related document, see ED 131 218
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 024-001-02928-6; No price quoted)
Pub Type- Reports - Research (143) - Information Analysis (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Chemical Analysis, *Geology, *Laboratory Techniques, Physics, Pollution, Resource Materials, Science Equipment, Water Pollution Control
Identifiers-*Radioactive Substances, *Sediments, Water Quality

Analytical methods for determining important components of fission and natural radioactivity found in water are reported. The discussion of each method includes conditions for application of the method, a summary of the method, interferences, required apparatus, procedures, calculations and estimation of precision. Isotopes considered are cesium-137, strontium-90, lead-210, radium-226 and 228, tritium, and carbon-14. When two methods are in use for an isotope, both methods are reported. Techniques for the collection and preservation of water samples to be analyzed for radioactivity are also discussed. (CS)

ED 170 141 SE 027 603

Brosius, Craig A. And Others

Remote Sensing and the Earth.

Brevard County Board of Public Instruction, Titusville, Fla.; National Aeronautics and Space Administration, Washington, D.C.

Pub Date-Dec 77

Note-515p.; Not available in hard copy due to numerous colored and shaded photographs which may not reproduce well

Available from-School Board of Brevard County, Instructional Services Div., Project Remote Sensing, 1274 South Florida Avenue, Rockledge, Florida 32955 ($9.74)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Cartography, *Earth Science, *Environmental Education, Instructional Materials, Learning Activities, Natural Resources, Reference Materials, *Resource Guides, *Science Education, *Secondary Education, *Space Sciences, Technology

Identifiers-*Remote Sensing

This document is designed to help senior high school students study remote sensing technology and techniques in relation to the environmental sciences. It discusses the acquisition, analysis, and use of ecological remote data. Material is divided into three sections and an appendix. Section One is an overview of the basics of remote sensing. Section Two contains selected readings which report formal research in agriculture, land use, geology, water resources, marine resources, and the environment. Section Three is composed of fundamental laboratory exercises which explore map reading and analysis, characteristics of the visible spectrum, and other relevant areas. The appendix contains supplemental references. Document includes numerous photographs and drawings, as well as study guides after each chapter. (MA)

ED 170 142 SE 027 605

Ayers, Jerry B.

Followup Studies at Tennessee Technological University: A Model for Teacher Evaluation.

Pub Date-Mar 79

Note-22p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979); Contains occasional light type; For related document, see ED 152 695

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Graduates, Educational Assessment, *Educational Research, Followup Studies, *Higher Education, Junior High Schools, Models, *Program Evaluation, Research, *Science Education, Science Teachers, *Teacher Education

This paper describes a model for the evaluation of the graduates of the teacher education programs of Tennessee Technological University. The use of the model in program development and improvement for the preparation of teachers, and its application to a special group of 20 individuals teaching science in the middle school grades are also presented. Graduates from the bachelor's and master's level program for the period 1973 through 1978 participated in the study. Information was collected on each subject from four sources: (1) self-evaluative data; (2) principals and supervisory evaluations; (3) satisfaction of students of the graduates; and (4) data from independent trained observers. The findings show that the graduates have exhibited many of the characteristics of good teachers; however, when compared with national samples, they are functioning near the mean. Use of the model in science education and how the findings of this study address the important consideration of program modification are also included. (Author/HM)

ED 170 143 SE 027 606

McCay, Roger E. And Others

Measuring the Attitudes and Awareness of Environmental Education Camp Users. Forest Service Research Paper NE-426.

Forest Service (DOA), Upper Darby, Pa. Northeastern Forest Experiment Station.

Report No.-FSRP-NE-426

Pub Date-78

Note-17p.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, *Camping, Conservation Education, *Environmental Education, Evaluation, Measurement Techniques, *Outdoor Education, Program Attitudes, Program Evaluation, *Surveys

Questionnaires for evaluating what people expect from environmental camps and what they learned while there have been developed and applied at the Pocono Environmental Education Center, Dingman's Ferry, Pennsylvania. Nine questionnaires for various ages and types of users are presented. The results can be used by camp administrators and educators to evaluate their own programs and teaching methods. One notable result of the study was that many campers felt that their experience increased interpersonal interaction skills and positive feelings toward others. (Author/BB)

1978-79 Directory of Physics & Astronomy Staff Members.

American Inst. of Physics, New York, N.Y.
Report No.-AIP-Pub-R-135.17
Pub Date-78
Note-377p.
Available from-American Institute of Physics, Marketing Services, 335 East 45 Street, New York, New York 10017 ($22.50)
Pub Type- Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors-*Astronomy, *College Faculty, Colleges, Higher Education, *Physics, *Professors, Science Education, Scientific Personnel, *Scientists

This directory gives names, addresses, and telephone numbers of staff members of astronomy and physics departments. The listings are made under the following headings: (1) American Institute of Physics and its member societies; (2) geographic listing of academic institutions and faculty - U.S., Canada, Mexico, and Central America; (3) U.S. federally-funded research and development centers - alphabetical listing of installations and staff, alphabetical listing by agency; (4) U.S. government laboratories; (5) industrial and non-profit laboratories; (6) alphabetical listing of academic faculty and research staff; (7) alphabetical listing of institutions; (8) alphabetical listing of research and development centers; (9) alphabetical listing of government laboratories; and (10) alphabetical listing of industrial and non-profit laboratories. (BB)

ED 170 145 SE 027 611

1978-79 Graduate Programs in Physics, Astronomy and Related Fields.
American Inst. of Physics, New York, N.Y.
Report No.-AIP-Pub-R-205.4
Pub Date-78
Note-580p.
Available from-American Institute of Physics, Marketing Services, 335 East 45 Street, New York, New York 10017 ($10.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors-*Astronomy, Educational Finance, *Graduate Study, Higher Education, *Physics, Research, *School Surveys, Science Education, *Statistics, Surveys

The directory first presents a geographic listing of graduate programs in the U.S. Next is a geographic listing for Canadian programs, followed by an alphabetical listing of graduate programs by degrees granted, a list of research specialties of doctoral programs in physics, astronomy, and related fields, a listing of areas of concentration of master's programs, and a listing of physics and astronomy manpower statistics. Each listing gives general information on the college in tabular form, followed by information on the number of faculty, admission, financial aid and housing, graduate degree requirements, personnel engaged in separately-budgeted research, separately-budgeted research expenditures by source of support, separately-funded and managed laboratories, and extension centers and summer programs. (BB)

Nutrient Requirements of Domestic Animals, Number 10: Nutrient Requirements of Laboratory Animals. Third Revised Edition, 1978.

National Academy of Sciences - National Research Council, Washington, D.C. Board on Agricultural and Renewable Resources.

Pub Date-78

Note-105p.; Not available in hard copy due to copyright restrictions ; Small print may be marginally legible

Available from-Office of Publications, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (ISBN-0-309-02767-5; $6.75)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Animal Science, Biology, *Laboratory Techniques, Medical Research, *Nutrition, *Physiology, *Rats, Research, Science Education, Scientific Research, Zoology

Identifiers-Research Reports

This report deals with the nutrient requirements of seven species of animals used extensively for biomedical research in the United States. Following an introductory chapter of general information on nutrition, chapters are presented on the nutrient requirements of the laboratory rat, mouse, gerbil, guinea pig, hamster, vole, and fishes. Each chapter gives information on fat, carbohydrates, energy, proteins and amino acids, minerals, fat-soluble vitamins, and water-soluble vitamins. (BB)

ED 170 147 SE 027 621

Holliday, William G.
Using Pictures in the Classroom.
Pub Date- 79
Note-8p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, *Educational Theories, Elementary Education, Elementary School Science, *Learning, *Pictorial Stimuli, *Science Education, Visual Aids, *Visual Learning
Identifiers-Research Reports

Modern educational theory suggests that the learning of a visual science concept is best taught using a combination of pictorial and verbal instruction describing these characteristics and examples and best evaluated using words and visuals not used during instruction. Recent research suggests a four-step instructional-testing model usable by science teachers. First, teachers should display visual concept examples in an orderly and systematic fashion by beginning with uncomplicated pictured models and proceeding to more complex examples. Second, a few frequently confusing nonexamples should be presented to prevent over-generalization. Third, teachers should present brand new examples and nonexamples. And fourth, teachers should construct test questions preferably containing pictured examples and nonexamples not used during instruction. This model is illustrated by applying it to the teaching of a simple visual concept (the triangle). (Author/BB)

ED 170 148 SE 027 623

Novak, Joseph D.

The Reception Learning Paradigm.

Pub Date-Mar 79

Note-14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, *Discovery Learning, *Educational Philosophy, Educational Research, *Educational Theories, *Learning, Rote Learning, Science Education

Identifiers-*Reception Learning, Research Reports

This report suggests that research in education, as well as the design of instruction, can be importantly influenced by the paradigm that guides the work. The application of a paradigm to educational research is illustrated, and two paradigms (reception learning and discovery learning) are contrasted. Finally, it is suggested that all educational research be guided by some paradigm, for ultimately all paradigms are modified or discarded. The issue is not whether the paradigm is true but whether it is useful. Special emphasis is given to the paradigm for reception learning, especially that of Ausubel. (Author/BB)

ED 170 149 SE 027 627

MEAP Support Materials for Mathematics.

Michigan State Dept. of Education, Lansing.
Pub Date- 78
Note-60p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement, *Decimal Fractions, Educational Assessment, *Fractions, Inservice Programs, *Instruction, *Percentage, *Ratios (Mathematics), Secondary Education, *Secondary School Mathematics
Identifiers-*Michigan Education Assessment Program

These materials are designed to be used as a tool to in-service school personnel who may wish to improve achievement levels on the mathematics objectives as measured by the Michigan Education Assessment Program (MEAP). Four areas of mathematics instruction (fractions, decimals, ratio and proportion, and percent) have been addressed in these materials. These areas were selected because of the low attainment rates exhibited on the 7th and 10th grade MEAP. The materials were prepared to assist teachers whose students are having difficulties in one or more of these areas. The materials include an analysis of the errors students make on MEAP, diagnostic tests, and teaching suggestions. (MP)

ED 170 150 SE 027 628

Teacher Resource Guide for Metric Education.
Michigan State Dept. of Education, Lansing.
Pub Date- 78
Note-53p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Child Development, *Concept Formation, Elementary Secondary Education, *Instruction, Instructional Materials, Learning Activities, *Mathematics Education, *Measurement, *Metric System, *Resource Materials

The intent of this document is to provide answers to questions related to teaching the metric system. Topics covered include: (1) A Model for Developing Understanding and Skills in Measurement; (2) Metric Measurement Units; (3) SI Do's and Don'ts; (4) Examples of Everyday Uses of SI Measures; (5) Child Development and Learning to Measure; (6) Choosing Instructional Material and Equipment; (7) A Minimal List of Metric Equipment and Materials; (8) A Desirable List of Metric Equipment and Materials; (9) Metric Equipment and Materials You Can Make; (10) Activities and Games; (11) A Brief History of Metric Measurement and Legislation; (12) A Guide for Writing Learning Sequences in Measurement; and (13) Activities to Involve the Community. (MP)

ED 170 151 SE 027 629

Schaefer, Larry, Ed. Hungerford, Nancy, Ed.

Earthwatch: Designing Environmental Education into the Curriculum. Volume I, Grades 3-5.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency-Connecticut State Dept. of Environmental Protection, Hartford.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-78

Note-438p.; For related document, see SE 027 630; Contains occasional light and broken type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-*Activity Units, Curriculum, Ecology, Elementary Education, Energy, *Environmental Education, Instructional Materials, Intermediate Grades, *Language Arts, Mathematics, Population Education, *Science Activities, *Social Sciences, Technology, Values

This environmental education activities package for grades 3-5 contains activities in the following curriculum areas: (1) social science; (2) science; (3) language arts; and (4) mathematics. The activities are divided into seven sections based on seven environmental topics: (1) ecosystems; (2) population; (3) energy and resources; (4) economics, technology and culture; (5) environmental quality; (6) environmental policy; and (7) environmental ethics. Each activity gives the curriculum topic, the environmental topic, a list of skills exercised in the activity, the subject, grade level, the location necessary to carry out the activity, the author, the objective, background information for the teacher, materials, a vocabulary list, and some related activities and resources. (BB)

ED 170 152 SE 027 630

Schaefer, Larry, Ed. Hungerford, Nancy, Ed.

Earthwatch: Designing Environmental Education into the Curriculum. Volume II, Grades 6-8.

Area Cooperative Educational Services, New Haven, Conn. Environmental Education Center.

Spons Agency-Connecticut State Dept. of Environmental Protection, Hartford.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-78

Note-643p.; For related document, see SE 027 629; Contains occasional light and broken type; Pages 456-458 and 480-481 removed due to copyright restrictions

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors-*Activity Units, Curriculum, Ecology, Elementary Secondary Education, Energy, *Environmental Education, Instructional Materials, Junior High School Students, *Language Arts, Mathematics, Population Education, *Science Activities, *Social Sciences, Technology, Values

The environmental education activities package for grades 6-8 contains activities in the following curriculum areas: (1) social science; (2) science; (3) language arts; and (4) mathematics. The activities are divided into seven sections based on seven environmental topics: (1) ecosystems; (2) population; (3) energy and resources; (4) economics, technology and culture; (5) environmental quality; (6) environmental policy; and (7) environmental ethics. Each activity gives the curriculum topic, the environmental topic, a list of skills exercised in the activity, the subject, grade level, the location necessary to carry out the activity, the author, the objective, background information for the teacher, materials, a vocabulary list, and some related activities and resources. (BB)

ED 170 153 SE 027 631

Chave, E. H. And Others

HMSS (Hawaii Marine Science Studies) Sampler: Summer 1978 Draft Edition.

Hawaii Univ., Manoa. Curriculum Research and Development Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SMI-PCTD-77-13210
Note-53p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Course Content, *Earth Science, *Environmental Education, Instruction, *Marine Biology, *Oceanology, Science Activities, Science Education, Secondary Education, *Secondary School Science
Identifiers-*Marine Science

The Hawaii Marine Science Studies (HMSS) Project has developed over twenty instructional units, which include student laboratory and field investigations, teacher guides and supplementary reference materials. HMSS units can be taught as a one or two semester course in high school marine science, or selected portions can be combined as marine science modules for use in other secondary courses. Design of HMSS materials is based on the premise that study of the oceans provides opportunity for students of all abilities to actively engage in multidisciplinary scientific inquiry while learning basic concepts of science. HMSS units are organized around the three themes. Two of the themes, the Fluid Earth and the Living Ocean, together represent the traditional areas of oceanography. The third theme, Technology and the Ocean, provides a natural science background for the study of socio-technical issues. Instructional units included under each theme are listed in this booklet along with sample instructional materials. (Author/BB)

ED 170 154 SE 027 632

Black Contributors to Science and Energy Technology.

Department of Energy, Washington, D.C. Office of Public Affairs.
Report No.-DOE-OPA-0035(79)
Pub Date-79
Note-28p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biographical Inventories, Black Achievement, *Black Leadership, Black Role, *Energy, Minority Groups, Models, Motivation, Science Education, Sciences, *Scientists, Technology

Presents biographical and pictorial information about 12 black scientists and inventors who were selected to serve as models for children who have little opportunity to learn of black contributions to science and technology, and as motivation for students who are uncertain about continuing their studies or about selecting professions. Much of their work has been in the use of energy, as in space technology, transportation, construction and many other military and industrial applications. (HM)

ED 170 155 SE 027 633

Exline, Joseph D., Ed.

Supplementary Activities for Enriching the Teaching of Earth Science: Astronomy, Geology, Meteorology, Oceanography.

Virginia State Dept. of Education, Richmond.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-207p.; Appendix (Solar Heater Poster) removed due to irreproducibility
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Classroom Materials, *Earth Science, Geology, Instructional Materials, Resource Materials, *Science Activities, Science Education, Secondary Education, *Secondary School Science, *Student Developed Materials, *Teaching Guides
Identifiers-*Earth Science Communication Programs (Virginia), *National Institute of Education

This publication is intended to be an aid for secondary school science teachers in providing some additional student-oriented activities to enrich the earth science program. These activities have been classroom tested by teachers and have been considered by these teachers to be educationally successful. This publication is a product of the Earth Science Communication Program of the state of Virginia which was funded by the National Institute of Education. The activities introduced cover four areas: (1) astronomy; (2) geology; (3) meteorology; and (4) oceanography. An introductory activity about earth science and society, and suggestions for developing charts are also presented. All the activities are presented in the same way including the purpose, materials, pre-lab activities, procedures and conclusions. Some activities also include charts and/or tables. (HM)

ED 170 156 SE 027 634

Guide for the Care and Use of Laboratory Animals. Revised Edition.
National Academy of Sciences - National Research Council, Washington, D.C. Inst. of Lab. Animal Resources.; National Institutes of Health (DHEW), Bethesda, Md.
Report No.-DHEW-NIH-78-23
Pub Date-78
Contract-N01-RR-5-2128
Note-73p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-040-00427-3; $2.20)
Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Animal Caretakers, *Animal Facilities, *Animal Science, Biology, Laboratory Experiments, *Laboratory Techniques, *Medical Research, Rats, Science Education, *Science Laboratories, Scientific Research

This report describes National Institute of Health policies on animal welfare, the 1976 amendment to the Animal Welfare Act, and relevant portions of the Endangered Species Act of 1973. It is divided into four sections on the following topics: (1) laboratory animal management; (2) laboratory animal quality and health; (3) institutional policies; and (4) physical plant. A committee on the care and use of animals is recommended as an effective device in overseeing treatment at the institutional level. Details of proper care have been set out for most common laboratory animals. (BB)

Hamilton, Stephen F.

Youth Action to Improve the Environment. A 4-H Community Development Project. 4-H Leaders' Guide.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Report No.-L-45-3

Pub Date-77

Note-17p.; Photographs may not reproduce well

Available from-Mailing Room, Research Park, Cornell University, Ithaca, New York 14853 ($1.25)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Programs, Conservation Education, *Environmental Education, Field Experience Programs, *Program Descriptions, Research Projects, *Science Projects, *Student Projects

This guide is intended to assist adults working with youth in projects to improve the natural environment of their communities. Two types of environmental projects are described: (1) information projects and (2) work projects. Information projects involve youth in gathering information and then communicating it to the public and to community decision makers. Work projects are those in which young people do physical labor to improve the environment. Examples of youth-centered and adult-centered projects are given and considerations related to both are discussed. Finally, a short bibliography is presented. (Author/BB)

ED 170 158 SE 027 638

Korn, Ellen
Multilevel Remediation in Biology, Chemistry and Mathematics. Final Report.
Jefferson Community Coll., Louisville, Ky.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-77
Grant-G007503555
Note-62p.; Contains marginal legibility in enclosures
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cognitive Measurement, Cognitive Tests, College Preparation, Criterion Referenced Tests, *Diagnostic Tests, *Evaluation, Higher Education, *Mathematics Education, Measurement, *Postsecondary Education, *Remedial Instruction, School Readiness Tests, *Science Education
Identifiers-*Department of Health, Education, and Welfare

This document presents a cognitive diagnostic test which was devised as part of the Multilevel Remediation in Biology, Chemistry and Mathematics project funded by the Fund for the Improvement of Postsecondary Education (Department of Health, Education, and Welfare). The test diagnoses the following areas of cognition judged by empirical analysis and/or substantiated by statistical analysis to be necessary for successful completion of college-level courses: Verbally Defined Language, Visual-Abstract Language, Pattern Recognition, Classification, and Logical Interaction. Although correlations vary with teaching style and maintenance of standards within courses, the general trend is for positive correlations between all segments of the test and students' final grades. Correlation coefficients between students' grades vs. segments of the test, and grades vs. reading scores indicate that the Cognitive Diagnostic Test is the better predictor of success in course work, particularly in classes where thinking is an explicit learning objective and in which standards are criterion-referenced. (Author/RM)

Human Resources for Scientific Activities at Universities and Colleges, January 1978. Technical Notes and Detailed Statistical Tables.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Pub Date-Jan 78
Note-88p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Teachers, *Data, *National Surveys, *Scientific Manpower, Scientific Personnel, *Statistics, *Surveys

The data published here represent the final results of the January 1978 Survey of Scientific and Engineering Personnel Employed at Universities and Colleges. These tables present national estimates based on responses from 1,742 institutions of higher education and their 21 affiliated federally funded research and development centers (FFRDC's), out of the 2,228 that were believed to offer degree-credit courses in the sciences and engineering. Data for the 21 university-administered FFRDC's are collected and tabulated separately. Each parent institution is requested to include in its response all scientists and engineers employed in its regional campuses, medical school, or agricultural experiment station, as well as in research institutes and computer centers that may or may not have particular departmental affiliation. (Author/BB)

ED 170 160 SE 027 646

Science Education Development and Research: Abstracts of Current Projects.

National Science Foundation, Washington, D.C. Directorate for Science Education.

Report No.-NSF-SE-79-80
Pub Date-Feb 79
Note-180p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Education, Cognitive Development, *Development, Educational Assessment, *Educational Research, *Elementary Secondary Education, Federal Programs, *Higher Education, Projects, Research, *Science Education
Identifiers-*National Science Foundation

This publication presents abstracts of currently active science education projects which are supported by the Division of Science Education Development and Research (SEDR) of the National Science Foundation (NSF). These projects are directed to all academic levels to improve the quality of science education from the level of kindergarten to that of the graduate school and from the development of specific instructional materials, methods and technology to basic research in science education itself. Projects are presented under two areas: (1) Development in Science Education; and (2) Research in Science Education. Each project abstract is presented in one page which provides information about project objectives, amount of grant, award date, termination date, NSF program manager and project director. (HM)

ED 170 161 SE 027 657

Schlenker, Richard M. Crowell, L. Donald

Citizens' Perceptions of the Marine Environment and the Placement of Precollege Marine Education Instruction in the Public Schools.

Pub Date-Sep 78

Note-24p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, *Community Attitudes, *Educational Attitudes, Educational Research, Elementary-Secondary Education, *Environmental Education, Instruction, *Marine Biology, *Oceanology, Science Education, Surveys

Identifiers-*Marine Education, Research Reports

This study looks at the relationships between ages, the distance individuals live from the seashore, their perceptions of the marine environment, and their opinions in the precollege school system. Data were gathered using a questionnaire distributed on the coast of Maine between Southwest Harbor and Portland, and inland from the coast for 119 miles. The results showed that most people agree that the marine environment and knowledge of it are important. As people advance in age, there is a tendency toward the opinion that the seashore belongs to certain people and not the general public. With increasing age, there was also a trend toward the feeling that the public schools are not a good place to teach marine education. The effect of distance from the seashore on these items was generally the same as the effect of age. (BB)

ED 170 162 SE 027 659

Pines, A. Leon

Alternate Perspectives on Concept Internalization: Learning Top Down Vs. Learning Bottom Up.

Pub Date-Feb 79
Note-23p.; Parts may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cognitive Development, *Concept Formation, *Concept Teaching, Educational Philosophy, Educational Research, Elementary Education, Instruction, *Learning Processes, Research, Science Education, *Science Teachers
Identifiers-Piaget (Jean)

This paper outlines two alternate ways in which concepts are acquired, known as top down'' and bottom up''. Bottom up'' refers to learning the members of a category and then extracting their similarities or differences, the rule or criterial attributes used to make the categorization. In the top down'' approach the essence, or criterial attributes, are pointed out and thus the category elements can be recognized or generated. The paper also discusses the importance of concept learning in schools and the nature of concepts. This investigation was carried out within the framework of the Audio-Tutorial Elementary Science Project at Cornell University. Children were provided with 24 audio-tutorial lessons which dealt with the concepts of energy, life, and molecules. Prior to and subsequent to each block of eight lessons, the children were interviewed to ascertain existing relevant cognitive structure. Two instruments were used: (1) the Modified Piagetian Clinical Interview; and (2) the Conceptual Propositional Analysis. (BB)

Horak, Willis J.

An Investigation of Three Approaches for Science Methods Instruction of Pre-Service Elementary Teachers.

Pub Date-Mar 79
Note-15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, Georgia, March 21-23, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Research, Elementary Education, *Elementary School Teachers, *Preservice Education, Research, Science Course Improvement Project, *Science Education, Science Teachers, *Teacher Education, *Teaching Methods
Identifiers-Elementary Science Study, Science Curriculum Improvement Project

The purpose of this study was to determine if alternative modes of science methods instruction differentially affect pre-service elementary teachers: (1) beliefs about science teaching; (2) general attitudes toward teaching; and (3) beliefs about the relative importance of specific teacher behaviors. The subjects were 90 students enrolled in three alternative science methods courses. One course was taught in an open classroom mode where field experiences in selected team-taught open classrooms accounted for over half of the instructional time. One course was taught in a self-contained classroom mode. The third course was the traditional on-campus science methods course which used very few field experiences. The instruments used in the study were the PMT Questionnaire, a science-teaching affective attitude instrument, and a Science Behavior Classroom Q-sort. The first two instruments were given as pre- and post-tests, whereas the third was only a post-test. As a result, the students in the different courses did exhibit different attitudes and beliefs about science teaching. Students in the open classroom ranked items about student structure higher than did students in the other sections, and also had a preference for ESS materials. Guided discovery and rational enquiry models of instruction appeared to be the most useful for on-campus students. (Author/BB)

ED 170 164 SE 027 661

Moeller, Jean

Generating and Implementing School Based Management of Program Development.

Pub Date-Oct 78

Note-584p.; Practicum Report submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University; Not available in hard copy due to marginal legibility of original document

Pub Type- Dissertations/Thesis (040)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, Educational Programs, Educational Research, Elementary Education, *Elementary School Curriculum, Evaluation, Organizational Development, *Program Development, *Science Course Improvement Project, *Science Education

Described are the efforts of generating and implementing a generic model for program development at a kindergarten through sixth-grade elementary school in order to satisfy identified needs for program improvements in science. The implementation of the program involved a steering committee, the teaching staff, community members and external specialists. This publication consists of two major sections. The first section, which presents the practicum report, contains four chapters and a bibliography. The second section, which presents the appendices, includes: (1) Procedures for implementing school based management of program development; (2) Component design for staff development; and (3) Selected activities and assessment items. (HM)

ED 170 165 SE 027 672

Shelanski, Vivien B., Ed. La Follette, Marcel Chotkowski, Ed.

Science, Technology, & Human Values, Issue No. 27, Spring 1979.

Harvard Univ., Cambridge, Mass. Program on Science, Technology and Public Policy.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-79

Note-91p.; Not available in hard copy due to copyright restrictions

Available from-Science, Technology, & Human Values, Aiken Computation Laboratory 234, Harvard University, Cambridge, Massachusetts 02138 (subscription individuals $10.00, libraries and institutions $13.00, students $7.00)

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Ethical Values, Philosophy, Science Education, *Scientific Enterprise, *Social Problems, Social Sciences, *Technology, *Values

This newsletter contains items of interest to anyone concerned with science and society interactions. The first section of this issue contains 19 news and communication items including program descriptions and reports on workshops, meetings, and seminars. Five feature articles are also included, the titles of which are: (1) Revelation and Heresy in Sociobiology: A Review Essay; (2) Public Involvement in the DNA Controversy: The Case of Cambridge, Massachusetts; (3) Present Strains in the Relations Between Science, Technology and Society; (4) On a Strategy for Using the Electronic Media to Improve the Public Understanding of Science and Technology; and (5) Commentary: Science on Japanese Television, An Adaptable Model for the U.S. (BB)

ED 170 166 SE 027 673

Blume, Glendon W. And Others
The Calculator's Effect on Children's Solution Processes.
Pub Date-79
Note-41p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics (57th, Boston, Massachusetts, April 18-21, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Calculation, *Educational Research, Elementary Secondary Education, Instruction, *Mathematics Education, *Problem Solving, *Thought Processes
Identifiers-*Calculators

Three preliminary studies and one exploratory main study investigated the effect of calculator use on elementary, middle, and secondary school students' solution methods on routine mathematical problems. Items were identified for which a longer and a shorter solution method existed. Half of the sample worked these using a calculator and half used paper and pencil. The authors conclude that calculator use should be accompanied by instruction designed to encourage calculator users to search for simplifications and shorter solution methods. Additional research attention should focus on the calculator's effect on the user's responses in various mathematical situations. (MP)

ED 170 167 SE 027 674

LaHart, David E.

The Influence of Knowledge on Young People's Perceptions About Wildlife. Final Project Report to the National Wildlife Federation.

Pub Date-Jun 78
Note-114p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Attitudes, Conservation Education, *Ecology, Educational Research, *Environmental Education, Secondary Education, *Social Attitudes, *Student Attitudes
Identifiers-Research Reports

Knowledge about ecological concepts, about wildlife and about endangered and threatened species was measured using over 1,300 eighth graders in Broward County, Florida. Knowledge scores were correlated with attitudes, non-consumptive attitude orientations, demographic characteristics, level of animal activities, and other variables. Study results indicate that knowledge plays a relatively minor role in predicting attitudes. Level of knowledge was significantly related to 16 of 25 attitude items. Associations were weak, indicating that other factors may be more important determinates of attitude. Nonconsumptive users of wildlife greatly outnumber consumptive users and were more knowledgeable. Sex, race, and parental education were the most important demographic predictors of knowledge. Urban, rural, and suburban differences appeared to be significant, but this finding was complicated by a low frequency of rural residents in the population. Parental association with an animal or wildlife-oriented organization was not significantly related to knowledge level. Participation in animal-related activities showed the highest association with knowledge of any of the variables examined. Level of participation was correlated with 18 of 25 attitude items but the correlations were weak. Knowledge level was not associated with the frequency of consumptive activities like hunting and fishing. These were the only animal activities that were not significantly correlated with knowledge. (Author/BB)

ED 170 168 SE 027 682

Schatz, Denis And Others

Effective Astronomy Teaching and Student Reasoning Ability: A Workshop.

California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SED-77-08724
Note-195p.
Available from-The Astronomical Society of the Pacific, 1290 - 24th Avenue, San Francisco, California 94122 ($5.00 plus $1.50 postage and handling)
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Astronomy, Concept Formation, Higher Education, *Instructional Materials, *Logical Thinking, *Resource Guides, Resource Materials, *Science Activities, *Science Education, Secondary Education, Workshops
Identifiers-Piaget (Jean)

This document is a study guide designed to accompany an astronomy workshop conducted by the Task Group on Education in Astronomy. The purpose of the workshop is to improve the teaching of introductory astronomy courses for high-school and college non-science majors. Titles of the sections include: (1) Student Reasoning Patterns; (2) Analysis of Astronomical Concepts; (3) Implications of Piaget's Theory for the Teaching of Astronomy; (4) Analysis of Reading Materials; (5) Analysis of Laboratory Activities; and (6) Analysis of Films. Appendices provide bibliographies, resource lists, and checklists. (MA)

ED 170 169 SE 027 683

Rising, Gerald R.

The New Calculation in Education: A Research Agenda.

Pub Date-Dec 78
Note-70p.; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Calculation, *Curriculum, Educational Change, Educational Research, Elementary Secondary Education, Higher Education, *Instruction, *Mathematics Education, *Research Methodology, Technological Advancement
Identifiers-*Calculators

A preliminary framework for research on effects of calculators on mathematics learning is presented. A research methodology is urged that places less emphasis on tight controls, exact replicability, and numbers amenable to statistical analysis. New curriculum needs to be developed that looks at the calculator as a mechanism to be explored in its own right and to be used to raise and reflect upon essentially philosophical questions. The extent to which the calculator coincides with youngsters' conceptions of the nature of mathematics and the extent to which that instrument is at odds with what they believe about mathematics needs to be explored. Other approaches to research on calculators include: (1) an analysis of the kinds of problems that relate to the internal anatomy of the calculator; (2) the effect of the calculator on society; and (3) investigating hardware usage. (MP)

Myer, Teresa A.

Changes in Attitudes Toward Environmental Education and Selected Teaching Behaviors of Teachers Participating in Environmental Education Workshops.

Pub Date-79
Note-198p.; M.S. Dissertation; The Ohio State University; Contains occasional marginal legibility in Appendices
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Attitudes, Educational Research, *Environmental Education, *Inservice Teacher Education, Institutes (Training Programs), Masters Theses, *Teacher Attitudes, *Workshops
Identifiers-Research Reports

This study examined four teacher in-service environmental education programs to: (1) suggest a workable evaluative model for such programs; (2) assess their content with respect to stated activities and objectives; and (3) determine whether or not the experiences correlated with changes in selected teaching behaviors. The research design included observation, a descriptive survey, and ex post facto methods. An experimental group, comprised of in-service participants, and a control group, made up of two sub-groups of teachers, completed pre- and post- questionnaires. Principals of all research subjects also received questionnaires. A significant discrepancy was found, using ANOVA, in what the teachers and the principals reported administrators' attitudes toward environmental education to be. Correlated t-tests showed significant increases from pre- to post-study in (1) the amount of time the experimental subjects spent teaching environmental education, and (2) the number who took environmentally-oriented field trips. Pearson product-moment correlations indicated that the more teachers had been exposed to environmental education in-service programs, the more time they spent on environmental lessons in their classrooms. Strong positive correlations were also found between attitudes and behaviors with respect to three pairs of variables. There were varying degrees of success among the four programs in completion of the activities originally intended by the in-service leaders. (Author/BB)

ED 170 171 SE 027 696

Warfield, John N.

Portraying the Complexities of Environmental Education and Strategies for Learning.

Pub Date-Apr 79

Note-25p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attitudes, *Curriculum Development, Educational Philosophy, *Educational Strategies, *Environmental Education, Learning Activities, *Models, Science Education, Teaching Techniques

The author discusses complexity, environmental education, and learning strategies. Using the concept of time, complexity is divided into two main types: (1) substantive and (2) structural. The author asserts that there exists a principle of tradeoff between these two types where one of the types can be increased while the other is decreased until there is a reasonable chance of enhancing understanding of the complex object of study. That is discussed along with several ways to mitigate structural complexity: (1) variety; (2) redundancy; (3) translatable graphics; and (4) computer-assisted learning processes that facilitate creation, display, amendment, and retention of structures. The author indicates a way of classifying graphic portrayals and lists several types of graphic portrayal that are useful in environmental education. Finally, the author mentions how strategies for learning have been incorporated in the treatment of environmental education. (Author/MA)

ED 170 172 SE 027 704

Schlenker, Richard M.

An Introduction to the Periodic Law for General Chemistry Students.

Pub Date-Feb 79
Note-18p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Atomic Structure, *Atomic Theory, *Chemistry, Instructional Materials, *Molecular Structure, Science Education, Secondary Education, *Secondary School Science
Identifiers-*Periodic Table

A brief introduction to the periodic table of the elements is presented. The periodic relationships are demonstrated through the use of seven tables which include a breakdown of the periodic table by groups or families, valence ring electron populations by period, electronic configurations of the elements, electron configurations of the elements by groups, ionization energies by family for the first three periods, atomic and ionic radii by group, and atomic and ionic radii by period. (BB)

ED 170 173 SE 027 705

Manufacturing Industries with High Concentrations of Scientists and Engineers Lead in 1965-77 Employment Growth. Science Resources Studies Highlights, April 20, 1979.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-79-307

Pub Date-20 Apr 79
Note-5p.; Not available in hard copy due to numerous small print and colored type
Pub Type- Numerical/Quantitative Data (110) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Data, Economics, Economic Status, Employment Trends, *Engineers, *Industry, *Scientists, *Statistical Analysis, Statistics
Identifiers-National Science Foundation

Presented are the results of a survey of over 100,000 manufacturing establishments, conducted for the National Science Foundation by the Bureau of Labor Statistics, covering average annual employment for calendar year 1977. Industries whose relative concentration of scientists and engineers was high in 1977, such as petroleum refining, chemicals, and electrical equipment, grew at a significantly faster rate, measured by total employment, than industries with low concentrations, such as apparel, leather products, and printing and publishing. High concentration industries showed total employment gains of 17% from 1965 to 1977, and 4% from 1970 to 1977. Industries with low concentrations grew at rates of 4% from 1965 to 1977 and showed a slight employment decline from 1970 to 1977. (Author/BB)

ED 170 174 SE 027 725

Steinruck, Yvonne Siu Hungerford, Harold R.

Improving Preservice Elementary Teachers' Attitudes and Knowledge Concerning the Use of Science as a Contest Vehicle for Language Arts Instruction.

Pub Date- 78

Note-20p.; Contains occasional light and broken type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, Educational Research, *Elementary Education, Higher Education, *Integrated Curriculum, Language Arts, *Preservice Education, *Science Education, Special Education, Statistical Studies, *Teacher Education, Teaching Methods

This study was designed to measure preservice teachers' confidence concerning interdisciplinary strategy, competence in using science as a content vehicle for teaching Reading/Language Arts (R/LA), and knowledge of components critical for integrating science and R/LA instruction. Elementary and/or special education juniors and seniors from three separate science methods sections and one language arts methods section were used in the study. Subjects in Treatment 1 were given integrated science and language arts methods instruction; Treatment 2, science methods instruction which included two hours of instruction on science as a content vehicle for teaching R/LA; Treatment 3, science methods instruction only; Control, language arts methods instruction only. Results of this study indicated that, in all instances, subjects in Treatment 1 did perceptively better than any of the other three group on all variables measured. Treatment 1 appeared to be the most powerful in raising students' confidence levels for using science as a content vehicle for teaching R/LA skills which could be taught using science as a content vehicle, and developing lessons which could be used to expand the vocabulary of children. (Author/MA)

ED 170 175 SE 027 731

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.

Investigations in Science Education, Vol. 5, No. 3, 1979. Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date-79

Note-68p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription $6.00, $1.75 single copy)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attitudes, *Educational Research, Inquiry Training, *Preservice Education, *Questioning Techniques, Research, Research Methodology, Science Education, Teacher Behavior, *Teacher Qualifications

This issue of "Investigations in Science Education" contains 9 articles related to teacher education and a single study reporting the investigation of questioning styles used in high school biology textbooks. Each abstract, written by a science educator, includes bibliographical data, research design and procedure, purpose, research rationale, and the abstractor's analysis of the research. (PB)

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.
Investigations in Science Education, Vol. 5, No. 4, 1979. Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-79
Note-67p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription $6.00, $1.75 single copy)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement, Concept Formation, *Educational Research, *Instruction, *Preservice Education, Research, *Research Methodology, Science Course Improvement Project, *Science Education, Scientific Enterprise

Issue four of the fifth volume of ``Investigations in Science Education'' contains six reports of research articles related to instruction and four individual studies. The individual studies concern correlates of choice for educational opportunities for high school students, the use of a structured interview technique to assess children's concepts, preservice students' perceptions of the credibility of their science methods course instructors, and factors influencing student achievement in high school biology. Each abstract, written by a science educator, includes bibliographical data, research design and procedure, purpose, research rationale, and the abstractor's analysis of the research. (PB)

National R&D Spending Expected to Exceed $57 Billion in 1980. Science Resources Studies Highlights, May 8, 1979.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-79-309

Pub Date-8 May 79

Note-5p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Collected Works - Serials (022) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Data, Employment Trends, Expenditures, *Federal Aid, Federal Programs, *Research, Research Projects, Science Education, *Scientific Research

Identifiers-National Science Foundation

This document focuses on spending for national research and development. Data were compiled from information on research and development (R&D) activities collected through individual sector surveys conducted as part of a comprehensive program to measure and analyze the nation's resources for research and development. Data are reported about changes in the national R&D effort, projections for future U.S. R&D spending, the character of R&D work, and employment of R&D scientists and engineers. (PB)

ED 170 178 SE 027 735

Engineering - A World of Possibilities. A List of Audio Visual Aids and Written Materials.

National Academy of Sciences-National Research Council, Washington, D.C. Committee on Minorities in Engineering

Pub Date- 79

Note-21p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiovisual Aids, *Career Awareness, Career Education, Career Exploration, Career Opportunities, Career Planning, *Careers, *Engineering, *Minority Groups, Resource Materials, Science Education

Presented is a list of audiovisual aids and written materials related to careers in science and engineering, with special emphasis on the involvement of minority students in technical careers. Each item is briefly described (if the material is a film, its length and whether color or black and white is included), the cost (if any) of the material is given, as is ordering information and the complete address for the source of the material. Resources are grouped as audio-visual materials, written materials, and special materials. The special materials consist of an exhibit publicizing the minority engineering effort. (PB)

SO

ED 170 179 SO 011 136

Parker, Franklin

British Schools and Ours. Fastback 122.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date-79

Note-32p.; Not available in hard copy from EDRS due to small print type of original document

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75 paper cover, discounts available for bulk orders)

Pub Type- Information Analysis (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, Developed Nations, Early Childhood Education, *Educational Objectives, Educational Practice, Educational Problems, Elementary Secondary Education, Foreign Countries, Postsecondary Education, *School Administration, *School Organization, School Systems, Teacher Characteristics, Teacher Education, Tests, Unions

Identifiers-Great Britain

This document examines the organization and governance of British education and presents projected plans for education in the 1980s. The British schooling system comprises nursery, primary, middle, and secondary schools, and further postsecondary education, university education, and teacher education. Both private and public nursery schools enroll about 35% of British children between ages two and five. Compulsory schooling begins at the primary level and extends through the secondary school. Secondary schools enroll 83% of students from ages 11-18. Standardized examinations are usually administered at age 16. Depending upon examination scores, students either go to work, stay on in secondary schools to improve scores or to prepare for an advanced level examination, or enter further education (FE). FE consists of all postsecondary education except university: polytechnics, technical colleges, colleges of art, commerce, agriculture, and education. Great Britain has a dual school system consisting of voluntary schools managed by the Church of England or by the Roman Catholic Church, and state schools. British teachers enjoy more autonomy than those in the United States. The National Union of Teachers openly endorses and financially aids candidates favorable to their interests. Recommendations for educational planning focus on such areas as school curriculum, national assessment of standards, teacher education, and ways to link school with work. (KC)

ED 170 180 SO 011 171

Fraenkel, Jack R., Ed. And Others

The Struggle for Human Rights: A Question of Values. Perspectives in World Order.

Institute for World Order, New York, N.Y.; World Without War Publications, Chicago, Ill.

Pub Date-75

Note-74p.; For related documents, see SO 011 172-174; Photographs throughout document may not reproduce clearly in hard copy

Available from-World Without War Council, 67 E. Madison, Suite 1417, Chicago, Illinois 60603 ($0.25 per copy, quantity discounts available)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Civil Liberties, Civil Rights, Freedom Organizations, *Global Approach, Human Relations Organizations, Instructional Materials, International Organizations, Secondary Education, *Values

Identifiers-United Nations

Intended for junior or senior high school students, this pamphlet examines the status of the world community in upholding the promise of the United Nations' "Universal Declaration of Human Rights" of 1948. The five chapters include definitions for a human being, and discussions of human rights and whether laws and treaties are effective in protecting human rights, value conflicts and how these affect human behavior, descriptions and comparisons of existing plans and national and international human rights. Questions and activities at the end of each chapter include ideas to think about, issues to talk about, facts to find out about, and things to do. The pamphlet contains many examples of abuses of human rights. Three appendices are provided: the text for the Universal Declaration of Human Rights, important dates in human rights history, and names and addresses of some United States human rights groups. (CK)

rights groups. (CK)

ED 170 181 SO 011 172

Metcalf, Lawrence, Ed. And Others

The Cold War and Beyond: From Deterrence to Detente to What? Crises in World Order.

Institute for World Order, New York, N.Y.; World Without War Publications, Chicago, Ill.

Pub Date-75

Note-70p.; For related documents, see SO 011 171-174; Photographs throughout document may not reproduce clearly in hard copy

Available from-World Without War Council, 67 E. Madison, Suite 1417, Chicago, Illinois 60603 ($0.25 per copy, quantity discounts available)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Case Studies, Conflict Resolution, Foreign Countries, Foreign Policy, *Global Approach, *History Instruction, Instructional Materials, International Organizations, *International Relations, Peace, Revolution, Secondary Education, War, World Affairs

Identifiers-Cold War, Cuban Missile Crisis, Egypt, Hungary, Israel, United States, USSR

The book, intended for senior high school students, is one of a series concerned with problems of world order. The bipolar system (domination of the international system through maintenance of a balance of power between the United States and the Soviet Union) is described and defined by presenting case studies of the Hungarian rebellion in 1956, the Cuban missile crisis in 1962, and the Arab-Israeli War in 1973. For each crisis the history is described, the current situation is presented, and the effects on and stages of development in the bipolar system are appraised. The study guides at the end of each chapter are designed to help the student examine each case and evaluate the system. The booklet also suggests issues and topics for further exploration and identifies other cases to examine. The final chapters postulate changes in the balance of power in the future and possible solutions for obtaining world order. Key concepts are defined in a glossary. (CK)

Metcalf, Lawrence, Ed. And Others
War Criminals, War Victims: Andersonville, Nuremburg, Hiroshima, My Lai. Crises in World Order.
Institute for World Order, New York, N.Y.; World Without War Publications, Chicago, Ill.
Pub Date-74
Note-62p.; For related documents, see SO 011 171-174; Photographs throughout document may not reproduce clearly in hard copy
Available from-World Without War Council, 67 E. Madison, Suite 1417, Chicago, Illinois 60603 ($0.25 per copy, quantity discounts available)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Case Studies, Civil Liberties, Civil War (United States), Conflict Resolution, *Court Cases, Global Approach, History Instruction, Instructional Materials, *International Crimes, *International Law, *Moral Issues, Moral Values, Responsibility, Secondary Education, Treaties, *War, World Problems
Identifiers-Nuremberg War Trials, Vietnam War, World War II

This pamphlet, intended for senior high school students, examines the complexities of applying international law to questions of individual rights and responsibilities in time of war. Case studies of four actual courtroom trials are presented. Events leading up to the trials (relating to Andersonville, Nuremberg, Hiroshima, and My Lai) are recounted to include various viewpoints. No interpretations are made but study aids leading to discussion of the issues and definition of the principles are provided. A brief history of the development of law as a protector of individual rights from local to national to international is presented and the role of international law is discussed. The final chapter encourages students to plan a model of a world system of law which is effective in protecting individual rights and encourages individual responsibility. The pamphlet concludes with a bibliography of books and feature films. (CK)

Fraenkel, Jack R., Ed. And Others
Peacekeeping. Perspectives in World Order.
Institute for World Order, New York, N.Y.; World Without War Publications, Chicago, Ill.
Pub Date-73
Note-94p.; For related documents, see SO 011 171-173; Photographs and charts throughout document may not reproduce clearly in hard copy
Available from-World Without War Council, 67 E. Madison, Suite 1417, Chicago, Illinois 60603 ($0.25 per copy, quantity discounts available)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Case Studies, *Conflict Resolution, *Global Approach, History Instruction, Instructional Materials, International Law, *International Organizations, Models, *Peace, Secondary Education, War, *World Problems
Identifiers-Congo, Cuban Missile Crisis, Ethiopia, Italy, League of Nations, Selassie (Haile), United Nations, United States, USSR, World War I

This pamphlet, intended for senior high classroom use, defines war, peace, and peacekeeping systems; discusses the destructiveness of war; and proposes the case study method for studying world order. The major portion of the booklet explores ways of peacekeeping through analysis of four different models: collective security, collective force, mutual deterrence, and limited world government. Three of these models are illustrated by actual historical systems (the League of Nations, the United Nations, the balance of power between the United States and the USSR) and one by a hypothetical system, that of world law. Each is further appraised by presentation of a scenario of a crisis when the system was used, such as Ethiopia in 1934-1936, the Congo in 1960, Cuba in 1962, and a hypothetical situation in Malaysia in 1989. Organizational charts, maps and chronologies are used throughout the pamphlet, as well as discussion aids in analyzing the systems, reviewing the cases, and using the models. Conclusions and suggestions are provided in the final chapter for testing the models, using a rating chart, building your own model, and testing your own model. (CK)

ED 170 184 SO 011 177

Hudis, Paula M. And Others

Changes in the Structure of Work and the Sexual Composition of Occupations: 1870-1900.

Pub Date-Sep 78

Note-46p.; Paper presented at Annual Meeting of the American Sociological Association (73rd, San Francisco, California, September 4-8, 1978); Tables 3 and 4 may not reproduce clearly due to small print type

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Employment Opportunities, Employment Patterns, Equal Opportunities (Jobs), *Females, *Labor Market, Males, Models, Occupational Choice, Occupations, Research Methodology, Research Needs, *Sex Discrimination, Sex Role, Social Change, Social Stratification, Social Structure, Socioeconomic Influences, *Trend Analysis, *United States History

Research on economic and employment opportunities for men and women has not focused enough on structural features of the labor market. Structural features, which influence worker's capacities to translate their human resources into labor market achievements, include profitability of industries, strength of worker organizations, skill requirements, permeability of labor market boundaries, and occupational sex segregation. A model based on shifts in occupational gender composition can help explain occupational segregation during a period of substantial industrial growth (1870-1900). Such a model can also be extended to other periods. Case histories of approximately 50 occupations (milliners, actors, musicians, journalists, teachers, scientific personnel, potters, for example) during the late 19th century illustrate the hypothesized occupational sex segregation. The model explains this segregation in terms of social definitions of occupations as women's work or men's work, differential acquisition of skills by gender, projected employment stability of males and females, and level of industrialization. On the basis of occupational sex segregation patterns from 1870-1900, it is concluded that present patterns of employment are influenced by the past, high status occupations continue to exclude women, and decreases in occupational segregation will occur only when labor market boundaries are rendered less rigid. (DB)

ED 170 185 SO 011 370

Master Curriculum Guide in Economics for the Nation's Schools. Part II, Strategies for Teaching Economics. Intermediate Level (Grades 4-6).

Joint Council on Economic Education, New York, N.Y.
Pub Date-78
Note-137p.; For related documents, see ED 148 648 and SO 011 369 ; Some parts may be marginally legible
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($5.00, paper cover)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Banking, Class Activities, *Concept Teaching, Consumer Economics, *Decision Making Skills, *Economic Education, Economics, Elementary Education, Instructional Materials, Intermediate Grades, *Lesson Plans, Role Playing, Simulation, *Social Studies Units, Teaching Methods

This guide contains concept based lessons and activities in economics for use with students in grades 4-6. One component of a two-part publication, the guide demonstrates how the conceptual structure of the economics discipline presented in the first publication (ED 148 648) can be used to help students at the intermediate grade level make more effective economic decisions. By selecting lessons to supplement existing courses or texts, teachers will be able to upgrade the quantity and quality of economics instruction. The concepts taught are: scarcity, costs, property and economic systems, demand and supply, competition versus monopoly, money and banking, and inflation and deflation. Part One, which comprises about half of the publication, contains 16 classroom tested lessons. Most of the activities include group interaction and discussion, involving students in simulations and role playing situations. Each lesson contains a description of concepts to be taught, a rationale, objectives, specific teaching procedures, students materials, followup activities, and evaluation questions. Part two contains three units of study involving students in organizing a company, producing a product, and selling it to demanders; analyzing and critiquing economic commentaries made by political cartoonists; and building a town in the days of the Gold Rush. The third part of the guide describes an experience-based instructional system called Systems: The Mini-Society. In this activity students create their own society and make economic decisions the consequences of which affect their lives. (Author/RM)

Jackson, Edwin L.
How to Hold a Model Legislature: A Simulation of the Georgia General Assembly, Teacher's Manual Georgia Univ., Athens. Inst. of Government.
Pub Date-78
Note-56p.
Available from-Institute of Government, University of Georgia, Terrell Hall, Athens, Georgia 30602 ($1.00 Teacher's Guide, $0.50, Student's Kit)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civics, Conflict Resolution, Decision Making Skills, Discussion Experience, *Experiential Learning, Government Role, *Instructional Materials, *Legislators, Parliamentary Procedures, Political Issues, Role Playing, Secondary Education, Simulation, Social Studies, Speech Skills, *State Government, *State Legislation, *Student Projects, Teaching Methods
Identifiers-Georgia

The student's kit and teacher's manual provide a framework for secondary students to simulate the functionings of Georgia's General Assembly. Objectives of the simulation are to help students: (1) experience the forces and conflicts involved in lawmaking, (2) learn about the role of legislators, (3) understand and discuss issues facing citizens, (4) develop a respect for different views, (5) understand parliamentary procedure, (6) become better informed on public issues, and (7) to develop debate and public speaking skills. The 14-day session calls for orientation, bill research and drafting, organizing the assembly, committee meetings, floor action, debriefing sessions, and optional follow-up sessions. The teacher's guide presents procedures for introducing each phase of the process. The student's kit contains a bill drafting guide, a guide to committee action, and rules of the model legislature including duties of officers, time limits on debates, motions, amendments, and additional rules. Although the model legislature functions best by combining several classes which last longer than a class period, it can be adapted for use in a regular classroom. (KC)

Tucker, Jan L. Joyce, William W.
Social Studies Teacher Education: Practices, Problems, and Recommendations.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-88p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication Number 237, $4.50)
Pub Type- Information Analysis (070) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Needs, Educational Objectives, *Educational Practice, *Educational Problems, Educational Responsibility, *Educational Trends, Employment Opportunities, Enrollment Trends, Higher Education, Inquiry Training, Interdisciplinary Approach, Multicultural Education, Performance Based Teacher Education, Questionnaires, *Social Studies, Teacher Attitudes, Teacher Education, Teacher Employment, Teacher Role
Identifiers-*Information Analysis Products

The paper explores the current state of affairs in social studies teacher education at the elementary and secondary levels. Information is based on analysis of data derived from a survey questionnaire administered to 39 selected social studies teacher educators throughout the country. The monograph is presented in three major sections. Sections I and II focus on teacher education at the elementary and secondary levels. Eight categories treated at both levels were institutional trends (integration of social studies with other subject areas, improved teaching methods), back to basics (inquiry skills stressed), the shrinking job market (most often ignored by teacher educators), new content (often infused into existing curriculum), multicultural education (high interest but slow program development), exceptional students (usually a wait and see attitude), competition with other subjects (some resources lost through mathematics and reading mandates, fragmentation), and competency based teacher certification (under study). Trends, issues, needs, and promising practices in each of the categories are discussed. Section III offers recommendations for program development, policy action, and research. Recommendations include that social studies teacher educators should establish a national network and dialogue regarding the status and future of teacher education at undergraduate and postbaccalaureate levels. The appendix includes a copy of the 26-item questionnaire and a listing of teacher education resources. (DB)

ED 170 188 SO 011 520

Stockhaus, Stuart, Ed.

Selected Social Studies Skills: 88 Reinforcement Lessons for Secondary Students.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-261p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($15.00, paper cover)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Cartoons, Concept Formation, Concept Teaching, Data Analysis, *Educational Needs, Geographic Concepts, Glossaries, Graphs, Information Needs, Instructional Materials, Junior High Schools, *Learning Activities, Locational Skills (Social Studies), Map Skills, Resource Guides, Secondary Education, *Skill Development, *Social Studies, Tables (Data), Teacher Developed Materials, Vocabulary Development

Presented is a series of 88 lessons designed by classroom teachers to help junior high school students reinforce social studies skills. Lessons are categorized into four main skill areas: (1) using reference aids; (2) understanding tables, graphs, and cartoons; (3) developing graphic skills; and (4) evaluating information. For each skill area, information is presented on general objectives, skill categories, vocabulary, and materials. The lessons, presented in the form of worksheets which students are directed to complete, can be used in any sequence, emphasize general social studies concepts, and can be used in a wide variety of courses and grade level settings. Activities involve students in filling in the blanks, analyzing readings, discussing issues in class, answering questions about graphs, charts, and tables, and interpreting tables of contents. By participating in the program, students will reinforce skills such as using library reference aids, using books and magazines, constructing and interpreting tables, graphs, and cartoons, identifying continents and oceans, reading map directions, locating places on maps and globes, calculating mileage, identifying fact, opinion, and bias, identifying primary and secondary sources, and assessing source reliability. The document is presented in loose leaf format to facilitate removal and duplication of material. (DB)

ED 170 189 SO 011 548

Agars, Walter And Others

African Studies Handbook for Elementary and Secondary School Teachers. Second Edition.

Massachusetts Univ., Amherst. Center for International Education.

Pub Date-Aug 71

Note-347p.

Available from-Publications Assistant, Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*African Culture, *Area Studies, *Cross Cultural Studies, Cultural Awareness, Cultural Education, *Curriculum Development, Elementary Secondary Education, Foreign Countries, Language Arts, Non Western Civilization, Resource Guides, *Social Studies, Teaching Techniques

Thirty-two American teachers, most with experience in teaching in Africa, have developed units and lessons to foster cross-cultural understanding about Africa. The units stress students' appreciation and understanding of themselves as individuals while developing an acceptance of the reality of cultures alien to their own. The units are not intended for a complete course but provide basic lessons which can be selectively integrated into social studies and language arts classes. Directed toward American teachers with little opportunity to study Africa first-hand, the comments from teachers who field-tested the materials in integrated or all-white schools are enthusiastic. Most units are geared to elementary or intermediate grades but are adaptable for high school classes. The units involve students in examining perceptions of Africa and Africans, perceiving Africa as a diverse continent, identifying with African children, identifying with Africans experiencing social cleavage, respecting African institutions and lifestyles, and appreciating African art forms. Preceding each unit or lesson component are statements of general and specific objectives, listings of materials needed, ways to stimulate interest, teaching procedures, alternative and follow-up activities, teacher comments, and

print and non-print resources categorized by grade level. Appendices are provided on African clothing, games, food, human resources for African studies, annotated bibliographies for elementary and secondary students (one in French), teacher resources, an annotated filmography, and publications/materials from the Center for International Education at the University of Massachusetts. (DL)

ED 170 190 SO 011 567

Teacher's Guide for the Basic Competencies in Reasoning.
Vermont State Dept. of Education, Montpelier.
Pub Date-79
Note-39p.; Charts on page 31, 33 and 35 may not reproduce clearly due to small print type of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classification, *Critical Thinking, Decision Making, Educational Assessment, Elementary Secondary Education, *Interdisciplinary Approach, Knowledge Level, Learning Activities, *Problem Solving, *Productive Thinking, Research Skills, *Skill Development, Student Ability, Teaching Methods

This guide defines the basic competencies in reasoning and describes how to incorporate them into the educational program at all grade levels. Reasoning is the ability to approach day-to-day problems with intelligent decision-making skills. It is important for students to begin developing reasoning skills at an early age and in all subject areas. The four competencies emphasized in this guide are problem solving, classifying and organizing, judging, and researching. For each competency the guide presents sample teaching strategies and mastery-level activities at primary, middle, and upper-grade levels. For example, one of the competencies of problem solving is the ability to observe and report data from an experience. A teaching strategy for primary classes could involve scheduling a short surprise visit by another teacher and then asking students to describe the visitor's clothing and actions. A mastery-level activity for primary grades could involve students in describing the rates at which marbles fall through substances such as water, honey, and shampoo. Teaching strategies and mastery-level activities for upper-grade students involve interpretation of data from tables and graphs, use of print resources for research projects, and identification of comparative data from advertisements. (AV)

ED 170 191 SO 011 583

Murphy, Martha

Women Students at the Boston Architectural Center 1975-1978.

Pub Date-1 Dec 78
Note-34p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Architectural Education, Comparative Analysis, Educational Background, Educational Needs, Educational Philosophy, Evening Classes, Faculty, *Females, Higher Education, Occupational Aspiration, Open Enrollment, Postsecondary Education, Professional Occupations, Program Evaluation, Sex Discrimination, *Student Attitudes, *Student Characteristics, Success Factors, Trend Analysis, *Womens Education, Work Study Programs

The Boston Architectural Center (BAC) offers a positive educational environment and contributes to opening the architectural profession to women. Results of a survey indicate that the percentage of female undergraduates and female faculty is higher than at other architectural schools. Also, 292 women who have attended or are attending the BAC were surveyed about their personal characteristics, reasons for enrolling at BAC, evaluation of BAC as an educational institution, job experiences, and personal attitudes and recommendations. The typical BAC women is 27 years old, architecture was not her first career choice, and she generally has a bachelor's degree in an unrelated field. Her professional interests are design, development, and environmental design. She is employed full time as a draftsperson or clerk by an architectural firm at an annual salary of $9,000. There is a 48% chance that she has encountered discrimination, but would choose architecture again. Factors fostering a positive educational environment in the BAC include low tuition, evening classes, open admissions, the work/study program, and the educational philosophy. The high percentage of women enrolled and the fact that over 50% of those who have left the program intend to return indicates not only that the educational environment is positive but also that the BAC does aid students in acquiring technical skills necessary for their present positions. (KC)

ED 170 192 SO 011 594

Pemberton, S. Macpherson

Educational Progress and Political Developments in Trindad and Tobago, 1917-1962.

Pub Date-Feb 79

Note-47p.

Pub Type- Reports - Descriptive (141) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Agricultural Education, Blacks, Colonialism, Economic Climate, Economic Development, *Educational History, Educational Legislation, *Educational Trends, Elementary Secondary Education, Foreign Countries, Futures (of Society), Government Role, Higher Education, Labor Unions, *Political Influences, Race Relations, School Role, *Social Change, *Social Mobility, Social Status, Social Stratification, Socioeconomic Influences, Technical Education, Vocational Education

Identifiers-Tobago, Trinidad

From 1917 to 1962, the West Indian islands of Trinidad and Tobago reflected and influenced changes in their social, economic, and political systems. Prior to World War I, education in the islands reflected two diverse cultural traditions. One system offered a classical education which promoted economic and political supremacy of the white upper classes. The other system offered basic literacy education to Indians and Negroes. Pressure mounted slowly to adapt education to the needs of the islands. After World War I, a job-hungary native population demanded that schooling prepare them for profitable occupations. These demands resulted in improvements in technical and agricultural education which in turn produced an able and literate body of workers. This new economic and political elite demanded further educational and constitutional reforms. By the 1940s, considerable progress had been made in political consciousness and representation, and in opposition to colonial (British) power. It was not until the 1950s, however, that demands for self-government, universal literacy, and improved education on all levels were seriously considered by the British government. By 1960, large numbers of primary and secondary schools had been built, full secondary education was introduced, and adult and higher education programs were expanded. (DB)

ED 170 193 SO 011 609

Silberstein, Moshe Ben-Peretz, Miriam

The Process of Curriculum Development: Two Levels of Interpretation.

Pub Date-Apr 79

Note-38p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Course Content, *Curriculum Design, *Curriculum Development, Curriculum Research, Educational Research, Elementary Secondary Education, *Material Development, Research Methodology, *Research Utilization, *Teacher Role

The process of curriculum development involves two phases: transformation of research findings into curriculum material by external developers and implementation of curriculum materials by teachers. In a study of the development of an eighth grade biology unit in Israel, the authors examined the characteristics of and relationships between the activities of external developers and teachers. Analysis of the first phase, material development by an external group, involved examination of various versions of the curriculum material, minutes of meetings, and comments of development team members. It was found that the developers made changes in transforming research in the field of biology into eighth grade level curriculum material. These changes included simplifications of content, omissions, and changes in style and forms of expression. Analysis of the second phase, implementation of the unit by teachers, involved a survey of the 20 teachers who used the unit. It was found that the teachers spent more time on the unit than was specified in the teacher's guide, used more teaching strategies than were outlined in the guide, and emphasized approximately the same content as was stressed in the guide. Additional research is needed to explore the impact of personal characteristics of developers and teachers upon the process of curriculum development. (AV)

ED 170 194 SO 011 611

Primary Health Care. Report of the International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978.

World Health Organization, Geneva (Switzerland).
Spons Agency-United Nations Children's Fund, New York, N.Y.
Pub Date-78
Note-79p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, Developed Nations, Developing Nations, *Global Approach, Government Role, Health Conditions, *Health Needs, Health Services, International Programs, International Relations, National Programs, *Planning, Program Development, *Public Health, Research Needs, Technology, *World Problems

A summary of proceedings is presented from an international conference which focused on the needs and problems of primary health care. The report describes background of the conference, attendance, a summary of discussions, and recommendations. Sponsored by the World Health Organization and UNICEF, the conference was attended by delegations from 134 governments and 67 nongovernmental agencies. Objectives included promoting the concept of primary health care in all countries, defining the role of governments and international organizations in technical support for primary health care, and evaluating and suggesting improvements for the present health and health care situation throughout the world. Discussion focused on the current health world situation, approaches to primary health care in developing and developed nations, relationship of primary health care to economic and social development, technical and operational aspects (physical facilities, managerial processes, human resources, budgeting, referral systems, decentralization, evaluation, and research), and national strategies and international support. Twenty-two recommendations are presented in areas of community participation, coordination with other sectors, content of primary health care, training of manpower, appropriate technology, and essential drugs. (AV)

ED 170 195 SO 011 631

Detzner, Daniel F.

The Certificate in Aging Studies: A Development Model for the 1980's.

Pub Date-Mar 79

Note-26p.; Paper presented at the Annual Convention of the Association for Gerontology in Higher Education (5th, Washington, D.C., March 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Adult Education Programs, College Curriculum, Educational Change, Educational Finance, *Educational Gerontology, Futures (of Society), Higher Education, *Needs Assessment, *Older Adults, Program Content, *Program Development, Public Service Occupations, Relevance (Education), School Community Relationship, Senior Citizens, Student Characteristics

This paper describes the development of an undergraduate certificate program for direct service workers employed in the field of aging. Currently there is a lack of such training programs because the field of educational gerontology is fairly new, most programs focus on graduate degrees, and there is a widespread misconception that employees receive indepth inservice training on the job. As the number of older adults increases and funds for traditional higher education decrease, there will be increasing need to train direct service workers to apply research and theory to the practical needs of older adults. The program was developed at the University of Minnesota in response to positive feedback from a faculty survey, review of aging training literature, and study of gerontology programs in other colleges. A community advisory committee helped develop the core curriculum, which includes courses in sociology, psychology, biology, interpersonal communication, and existing public health and service programs; a choice of electives; and internship experience. Funds were obtained through the university's Center for Educational Development, continuing education and extension division, all-university council on aging, and the general college. In the program's first year, 1978-79 the backgrounds of the 30 students enrolled in the program were diverse. Students were predominantly women in their 30s and 40s. (AV)

ED 170 196 SO 011 645

MacManus, Susan A.

The Political Polarization of Women: Where Political Scientists Went Wrong.

Pub Date- 78
Note-53p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Science Research, *Community Study, *Cultural Factors, Ethnic Groups, *Females, Feminism, Personal Values, *Political Attitudes, Political Issues, Political Power, *Politics, Social Science Research, *Socioeconomic Influences, Socioeconomic Status, Sociology

Early research into women's political participation assumed erroneously that gender was more important than race, ethnicity, and class, that uniform commitment on women's issues would occur, and that only female officeholders could represent women. Based on attitudinal, participatory, and electoral data collected in Houston, Texas in 1977-78, this research paper measures political knowledge, information, and participation in local government only. Throughout the paper the same findings occur; political maturation enhances diversity of political opinion and participatory activities rather than homogeniety. After women's original goal was obtained, cross pressures caused by basic value differences conflicted and polarization was the result. Women did not become the same type of cohesive bloc-voting group as are racial, ethnic, and economic-based groups because socioeconomic factors, rather than gender, were their primary political cues. Fifteen data tables illustrate the research. (Author/CK)

ED 170 197 SO 011 647

Kentucky Handbook for Community Education.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
Pub Date-79
Note-56p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Community Education, Community Services, Cultural Opportunities, Early Childhood Education, Educational Improvement, Educational Needs, *Educational Objectives, *Educational Planning, *Educational Programs, Elementary Secondary Education, Evaluation Criteria, Financial Support, Leadership Training, Needs Assessment, Postsecondary Education, Quality of Life, Recreation, *School Role, School Services, Shared Services, Social Opportunities

This handbook provides incentives for individuals to improve the quality of life in Kentucky communities by becoming involved in community education. An effective community education program provides educational, recreational, social, and cultural services which work toward improving community life. The school often plays a key role in the delivery of community services provided by institutions, organizations, agencies, and individuals at the local, state, and national levels. The document is presented in five chapters. Various chapters are included on defining the concept, discussing the legal basis and regulations, identifying needs and resources, financing community education programs, organizing a community council, and training and technical assistance. A competency profile for community education leadership is also included. Copies of a resolution, budget, and contracts as well as interest surveys, evaluation forms, a diagram of an information and referral system and a list of possible funding sources and services are provided. (KC)

ED 170 198 SO 011 648

Epstein, Joyce L.

Friends in School: Patterns of Selection and Influence in Secondary Schools. Report No. 268.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-NIE-G-78-0210; Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Affective Behavior, *Behavior Patterns, Childhood Friendship, Educational Practice, Educational Research, Elementary Secondary Education, *Friendship, Interpersonal Relationship, *Open Plan Schools, *Peer Influence, *Peer Relationship, Research Needs, Student Characteristics, Theories

This paper examines the selection and influence of friends in schools which differ in the degree of "openness" in the instructional program. Data collected from over 4,000 students in grades 5, 6, 8, and 11 in 1973 and 1974 provide information on student characteristics, school structure and processes, and academic and affective outcomes for students and their friends. Results show that school structure affects the selection of friends in grades 6-12. In the more open schools friendships are less structured. Fewer students are isolated, more friendships are reciprocated, and friends are selected from a wider set of contacts. Also, students who score low on selected measures are included in friendship groups and more often have high scoring students as friends. In studying the influence of early friends on later behavior, results show that at all grade levels high scoring friends are an important factor. Students with initially low or initially high scores can be positively influenced academically and nonacademically by friends with high scores. A final analysis examines unreciprocated, reciprocated, and stable friendships, the improvement of measures for research on peer influence, the appropriateness of current theories of friendship selection and influence, and the implications for school practice. (Author/KC)

ED 170 199 SO 011 649

Ten Steps for Shared Roles in Multicultural Curriculum Development.

Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.

Pub Date-Jun 78
Note-21p.; Not available in hard copy from EDRS due to small and light print type of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, *Cooperative Planning, *Curriculum Development, *Curriculum Planning, Educational Needs, Evaluation Methods, Fund Raising, Information Dissemination, *Multicultural Education, Parent Role, Program Development, Recruitment, *School Community Cooperation, School Community Relationship, Teacher Role, Training Objectives

These ten guidelines offer approaches for the development and implementation of multicultural materials. The approaches reflect the cooperative, shared roles of administrators, teachers, and parents in a school and community. Steps one and two involve identifying a core planning team and participants. Steps three and four identify strategies for developing structures of communication and for planning a communications brochure. Step five outlines a training program designed to increase the knowledge and skills of team members not previously involved in a school community program. The training design should address issues of specific interest to ethnic community members. The team recruiting process is outlined in step six. Step seven, developing the materials, includes assessing needs, stating the problem, identifying factors which impede or improve the situation, and creating and carrying out an action plan. Step eight investigates funding resources and step nine outlines definite steps in implementing the action plan. The final step is an evaluation of the project. These suggestions may be adapted for various projects involving the school community effort. (Author/KC)

ED 170 200 SO 011 650

Saad, Gati, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 10, No. 3, 1977. Period Covered July-September, 1977.

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-77-53604/03

Pub Date-77

Note-47p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For related documents, see ED 144 916, ED 148 710, and ED 151 298

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Comparative Education, *Curriculum, *Developing Nations, *Educational Administration, Educational Assessment, *Educational Development, Educational Finance, Educational Objectives, Educational Philosophy, Educational Planning, Elementary Secondary Education, *Foreign Countries, Higher Education, Instructional Media, Language Instruction, Libraries, Literacy, Medical Education, Science Instruction, Teacher Education, Teaching Methods, Textbooks

Identifiers-Pakistan

Approximately 100 citations of journals, newspapers, and government publications dealing with education in Pakistan are included in this annotated bibliography. The materials were published from July through September 1977. Arranged alphabetically by author in 22 categories, the entries cover topics including educational administration, adult education, curriculum, educational goals, literacy, medical education, professional education, sociology, teachers, teacher education, teaching methods, media, technical and vocational education, textbooks, women's education, and examinations. A writers index concludes the bibliography. (DB)

ED 170 201 SO 011 651

Selected Bibliography of Egyptian Educational Materials. Vol. 3, No. 4, 1977.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).; Documentation Centre for Education, Cairo (Egypt).
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-TT-77-59000/4
Pub Date-79
Note-118p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For a related document, see ED 164 422
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Agricultural Education, Art Education, Basic Skills, Child Care, *Comparative Education, *Curriculum, *Developing Nations, *Educational Administration, Educational Assessment, *Educational Development, Educational Finance, Educational Objectives, Educational Philosophy, Educational Planning, Elementary Secondary Education, Experimental Schools, *Foreign Countries, Health Education, Higher Education, Industrial Education, Journalism Education, Language Instruction, Literacy, Medical Education, Religious Education, Science Instruction, Teacher Education, Textbooks, Youth
Identifiers-Egypt

Over 130 citations of books, journals, government publications, and newspapers dealing with education in Egypt are included in this annotated bibliography. Materials cited were published in 1977. Sixty-two alphabetically arranged categories cover such topics as agricultural schools, Arabic language, basic education, child care, curricula, experimental schools, health education, Islamic education, special education, teachers and teacher training, and youth movements. An index of authors and sources concludes the bibliography. (KC)

Bullivant, B. M.

The Way of Tradition: Life in an Orthodox Jewish School. ACER Research Series No. 103.

Australian Council for Educational Research, Hawthorn.
Pub Date-78
Note-275p.
Available from-Distribution Services Division, The Australian Council for Educational Research Limited, P. O. Box 210, Hawthorn, Victoria 3122 ($12.50, hard bound)
Pub Type- Reports - Research (143) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Pluralism, *Culture Conflict, Educational Anthropology, *Educational Objectives, Educational Practice, Elementary Secondary Education, Ethnic Groups, Ethnicity, Interaction Process Analysis, *Jews, *Judaism, Minority Groups, *Religious Conflict, Religious Cultural Groups, Religious Education, Research Methodology, Research Needs, School Organization, Social Environment, *Traditional Schools, Values
Identifiers-Australia

This anthropological and sociological study of a Jewish school (the Lubavitcher School) in Victoria, Australia examines the problems of an ethnic group trying to preserve its culture and values within a multicultural society. The study focuses on pressures facing both students and teachers over 15 months. The three major parts of the book discuss the roots of Judaic traditions, social organization, and hindrances of tradition. In Part I the tradition of Chassidic Judaism and the academic tradition of Judaism are discussed. In Part II the social organization of the Lubavitcher school is outlined. Topics discussed include the structuring of tradition, the organization of time and activity, the ceremonial organization of tradition, and the formal organization of knowledge. Part III examines patterns of social interaction and the informal knowledge conveyed in social groups. Finally, the impact of a tradition beset by contradictions on students' lives is analyzed. Research techniques and methodology adapted from anthropological literature are described in the appendix. (KC)

ED 170 203 SO 011 653

Organizing the Environment for Art Instruction. Grades K-12.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Pub Date-69
Note-33p.; Photographs throughout document may not reproduce clearly in hardcopy; For a related document, see ED 086 459
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, *Aesthetic Education, *Art Education, *Educational Objectives, Educational Planning, Elementary Secondary Education, *Environmental Influences, Individualized Instruction, Program Planning, Scheduling, Self Concept, Self Contained Classrooms, Student Participation, Teacher Developed Materials

The guide offers information on art to help school administrators adapt the instructional environment so that it will enhance art education in grades K-12. It is presented in nine sections. Section I reviews and suggests ways of improving the status of art in the general curriculum. This section indicates that art education status is generally quite low and that it can be improved by hiring qualified art teachers, giving equal credit in art, and developing a statewide art curriculum guide. Section II discusses time, scheduling, and staffing for art instruction. Section III identifies the professional qualifications which art educators should have. Sections IV and V describe roles and responsibilities of administrators and art supervisors. Section V explains how art teachers and teacher aides can contribute to student knowledge about and appreciation of art. Sections VI and VII discuss budgetary, financial, and equipment concerns of art education programs. The final chapter examines the need for audio-visual resources and explains how these resources can be developed, rented, or acquired at nominal cost. (DB)

ED 170 204 SO 011 654

Lieberman, Marcus

Teaching the Holocaust.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); For a related document, see ED 152 670
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anti Semitism, *Changing Attitudes, *Curriculum Evaluation, Decision Making Skills, Educational Objectives, Evaluation Criteria, Grade 8, History Instruction, Human Dignity, Interdisciplinary Approach, Interpersonal Competence, Jews, Junior High School Students, Moral Values, Program Evaluation, Relevance (Education), Secondary Education, Social History, Social Problems, *Social Studies Units, Social Values, *Student Attitudes, Student Behavior, *Success Factors
Identifiers-*Holocaust, Nazism, World War II

The paper reports on the first year of an eighth grade social studies unit, ``Facing History and Ourselves: Holocaust and Human Behavior'' (ED 152 670). The unit focuses on the question of individual responsibility in society. During the first year of the program, experimental and control groups were pre- and posttested in four domains: knowledge and understanding, interpersonal awareness, moral reasoning, and ego development. Results indicated that students using this unit increased their skills, knowledge, and level of reasoning about social and moral issues. They gained an understanding of decision making in a society and the range of activities of political groups, the ability to read graphs and tables, new vocabulary terms, and significant growth in interpersonal awareness. Additionally, teacher outcomes were an expanded teaching methodology and a modification of the role of auxiliary staff. Program outcomes included the establishment of a resource center, a draft of the curriculum, dissemination activities, and administrative reports. Three factors accounted for the program's success: the materials, which deal with real people and specific events; the classroom processes which are based on the developmental stages of junior high students; and the active participation of auxiliary staff an art teacher, librarian, counselor, and multicultural resource person. (KC)

Hurst, Barbara Martin

Ordering Theory: A Methodology for Sequencing Stages of the Adoption Process.

Pub Date- 11 Apr 79
Note-26p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 11, 1979) ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adoption (Ideas), *Change Agents, Change Strategies, Changing Attitudes, *Educational Change, *Educational Innovation, Educational Research, Elementary Secondary Education, *Learning Processes, Program Development, Research Methodology, Research Needs, Research Utilization, Teacher Attitudes, Teacher Role

This paper describes a method of research to examine the process of effecting educational change through adopting innovative ideas. Twenty-nine elementary teachers in the process of adopting a complex curricular innovation were studied. Because of the complex nature of this process, ordering theory was used as the method for analyzing the adoption stages. Ordering, a method of defining both linear and non-linear sequencing, measures both sequential skill development as well as the degree to which positive attitudes are necessary in the adoption process. Results indicate that adoption involves four levels: formation of a positive attitude toward the innovation, acquisition of general knowledge and concepts, a combination of further knowledge and increasing positive attitudes, and refinement of knowledge and use of the innovation. The use of ordering theory was deemed appropriate in that it provides a more thorough analysis of the research data. Utilization of this research methodology should change the nature of research efforts and the way in which innovations are introduced into school systems. (KC)

Bar-Yam, Miriam And Others

Students' Moral Reasoning as Related to Cultural Background and Educational Experience.

Pub Date-Apr 79
Note-22p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Arabs, Behavioral Science Research, *Cross Cultural Studies, *Cultural Background, Cultural Differences, *Cultural Factors, Cultural Interrelationships, Cultural Pluralism, Decision Making, Developing Nations, *Educational Background, Ethical Instruction, Ethics, Foreign Countries, Integrity, Lower Class Students, Middle Class Culture, *Moral Development, School Environment, Secondary Education, Sex Differences, Social Differences, Social Environment, Social Responsibility, Socioeconomic Background, *Student Attitudes, Urban Youth, Values, Youth
Identifiers-Israel, Kibbutzim

The relationship between moral development and cultural and educational background is examined. Approximately 120 Israeli youth representing different social classes, sex, religious affiliation, and educational experience were interviewed. The youth interviewed included urban middle and lower class students, Kibbutz-born, Youth Aliyah (disadvantaged urban youth educated in the Kibbutz) and Moslem and Christian Arab students. Findings indicated that: (1) the level of moral reasoning of kibbutz-born youth was higher than that of the other groups studied, (2) middle class and Youth Aliyah showed a higher level of moral reasoning than the lower-class samples, (3) the Christian and Moslem Arab middle class samples showed similar levels of moral reasoning to Turkish middle class, Oriental Jewish lower class, and the American lower working class, (4) Moslem girls showed a lower level of moral reasoning than either Moslem boys or Christian Arab girls, and (5) no significant differences in level of moral reasoning were found between male and female in the kibbutz. The conclusion is that since the kibbutz stresses democratic processes, social participation, mutual responsibility, and active decision making from an early age, the degree to which these elements can be found in a society influences the moral development of its members. (Author/KC)

ED 170 207 SO 011 657

Vallance, Elizabeth

A Deadpan Look at Humor in Curriculum Theory (Or, The Serious vs. the Solemn).

Pub Date-Apr 79
Note-16p.; Paper presented at Annual Conference of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adoption (Ideas), Adult Education, American Culture, Attitudes, Bias, Changing Attitudes, Concept Formation, *Curriculum Development, *Educational Needs, *Educational Research, Elementary Secondary Education, Higher Education, *Humor, *Irony, *Mental Rigidity, Nonverbal Communication, Research Needs, Research Problems

Educational researchers can provide unusual perspectives to their research if they include humor and irony. Looking at topics from the reverse (the critical attitude, the aesthetic perspective) allows researchers to see patterns, details, and meanings which are normally hidden from view. This aesthetic perspective enables artists, critics, and researchers to find something compelling in ordinary situations. It is essential that artists and researchers discern aesthetically interesting patterns before they transmit the patterns to readers or viewers. Because educators and educational researchers are more likely to judge research and teaching methods by scientific criteria (reliability, validity, replicability, etc.) than by aesthetic criteria, their research seldom encourages new and aesthetically pleasing perspectives. The columnist Russell Baker is one example of a writer who has made the distinction between the serious (traditional, influential, non-defensive), the solemn (pretentious, self-conscious), and the humorous. Baker characterizes Americans as possessing a solemn national attitude. Certainly, educational researchers exhibit this same shortcoming to a considerable degree. Educational researchers will improve their research if they consider distinctions between serious and solemn topics and if they apply these distinctions as criteria in judging research problems, research methodology, and teaching methods. (DB)

ED 170 208 SO 011 658

Schwarz, Ira P., Comp.

Arts and Humanities: Perspectives. A First Report (1979) of Project H.E.L.P. (Humanities Education Liaison Program).

State Univ. of New York, Brockport. Coll. at Brockport.
Pub Date-79
Note-258p.; Parts may not reproduce clearly due to light and broken print type of original document
Available from-College Store, State University of New York, College at Brockport, Brockport, New York 14420 ($4.75 paper copy, limited supply)
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adult Education, Affective Objectives, *Art Education, Educational Objectives, Elementary Secondary Education, *Evaluation, Humanities, *Humanities Instruction, Interdisciplinary Approach, *Projects, Teacher Education, Teaching Methods
Identifiers-Project HELP

Project H.E.L.P. (Humanities Education Liaison Program) was initiated in 1976 to identify materials and programs in humanities and arts and to study various teaching methods. Investigation involved personal observations of the author, observations of area and state arts and humanities coordinators, and reports and observations by numerous teachers and project volunteers. Most of the approximately 200 courses and programs reported on elementary, secondary, and college levels can be classified according to one of these approaches: (1) chronological an historical study of the arts and related ideas emphasized during one or more traditional periods; (2) geographic identifying and understanding influences affecting development of various cultures; (3) ethnocentric investigation of cultural/ethnic differences and similiarities; (4) political examination of political systems through

selected art examples; (5) social grouping in the arts identifying arts as manifestations of class or caste; (6) economic involving art career exploration and subsidiation of the arts; (7) elements and structures theoretical analysis and creative application; (8) aesthetic principles examination of balance and form; (9) psychological integration of knowledge about the artist, work of art, and style; and (10) philosophical concentrating on the expression of man's ideals. (DB)

ED 170 209 SO 011 659

Greenberg, Barry Fain, Stephen

A Study of the Impact of the Television Show Holocaust'' on Adolescent Attitudes and Knowledge.

Pub Date-Apr 79
Note-17p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Tests, Behavioral Science Research, *Changing Attitudes, *Commercial Television, Effective Teaching, Ethnic Groups, Jews, Questionnaires, Religious Cultural Groups, Secondary Education, Social Studies, *Student Attitudes
Identifiers-Holocaust, World War II

The impact of the television program Holocaust'' on adolescent attitudes is investigated. The study explored the knowledge and attitudes of the students before and after viewing the show and examined how the students differed by racial or ethnic group, and religious preference, or extent of religious observance in their response to the show. A 20 item Likert-type questionnaire and a sheet of 12 demographic items was administered to 286 tenth-grade social studies classes at three schools both before and one month after the program. Results reveal that exposure to the program did not change student attitudes significantly. Racial/ethnic group and religious preference showed a difference in attitude but extent of religious observance did not. The implications of the study are that if schools are to use commercial television as an educational tool, teachers will need to acquire greater knowledge of the subject treated, prepare their students for viewing the program, and receive the support of supplemental bibliographic materials plus support from curriculum planners. Limitations noted include a lack of control groups, the small number of students posttested and the time elapse after the viewing before the posttest was administered. Although the questions were not subjected to indepth validity assessment, this was partially overcome by the participation of a content specialist in development of the questionnaire. A bibliography and copies of the demographic sheet and questionnaire are appended. (CK)

ED 170 210 SO 011 660

Beyer, Landon E.

Schools, Aesthetic Forms, and Social Reproduction.

Pub Date-Apr 79
Note-38p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); Not available in hard copy from EDRS due to blotting and smearing throughout original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Aesthetic Education, Art Appreciation, Critical Thinking, Cultural Enrichment, Economic Factors, *Educational Problems, Educational Sociology, Elementary Secondary Education, *School Role, Social Change, Social Influences, *Socialization, Social Stratification, *Social Structure

This paper explores the relationship between schools as a force which perpetuates the social order and the aesthetic curriculum which is being introduced within schools. In the first part of the paper, the author explains how aesthetic experiences are unique and different from the day-to-day experiences of our lives. Aesthetic experiences, such as the appreciation of music or a work of art, not only provide pleasure in the acknowledgement of art but also indirectly create in the viewer an enlightened awareness of the natural order of the world which affects his interaction with society. In the second part of the paper, the author reviews theories that schools are an institution which perpetuates the existing social and economic order. By socializing children to accept levels of authority and by dividing curricula into categories such as vocational and college-preparatory, schools continually provide society and the labor force with graduates who unconsciously have accepted the current social and economic system. In the third part of the paper, the author describes one set of aesthetic education curriculum materials and explains how the format of the materials indirectly supports our modern social environment. The materials present musical passages in a segmented manner, not as entire works, and thereby promote student thinking that art (aesthetics) is merely another commodity in our society which can be segmented and packaged. (AV)

ED 170 211 SO 011 661

Grossman, David L.

Modernization Takes Command: Education in China in the Post-Mao Era.

Pub Date- 9 Apr 79

Note-20p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 9, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, *Comparative Education, Developing Nations, *Economic Development, Economic Progress, *Educational Change, Elementary Secondary Education, Equal Education, Foreign Countries, Higher Education, Political Attitudes, *Relationship, Relevance (Education), *Social Change, Social Class, Social Differences, Socialism

Identifiers-*China

Changes in the Chinese educational system since the cultural revolution of the 1960s must be analyzed in terms of the contradictory ideals of economic growth and class equality. These two socialist goals are contradictory because to obtain high economic production and growth, certain members of society must be selected and trained for leadership. Class equality cannot be achieved if certain individuals are given better opportunities. Strategies to develop China as a nation have changed over the past 20 years from an emphasis on class equality to an emphasis on economic growth. During the cultural revolution, Mao emphasized the class struggle for equality. As part of the revolution education was made available to the masses, standards were lowered, and higher education was abolished. However, China's current leaders are emphasizing the need for economic growth. By the end of the century they plan to match the levels of advanced nations in areas of agriculture, industry, national defense, and science (education) and technology. As part of the plan, higher education and specialized training are again being encouraged. Education continues to be available to the rural masses, but its quality and content are varied. (AV)

ED 170 212 SO 011 662

Melvin, Emily A.

Current Research Related to the High School Economics Curriculum.

Pub Date- Apr 79

Note-26p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Concept Teaching, *Economic Education, Educational Research, Knowledge Level, *Relationship, Research Needs, Secondary Education, *Student Attitudes, *Student Characteristics, Success Factors, Teacher Attitudes, *Teaching Methods

This paper reviews selected research efforts conducted during the period 1968-78 related to high school economics. More than 17 studies, which were selected on the basis of appropriateness, replicability, representativeness, and relevance, are summarized. The studies are grouped into categories of instruction, attitudes, and student achievement correlates. In the area of instruction, research studies explored the effectiveness of techniques such as gaming and structured debate, and the relationship between students' economic understanding and use of economic concepts in history courses. In the area of attitudes, research studies explored the relationships between economic understanding and students' attitudes toward economic issues, and between teacher attitudes toward economic issues and change in student attitudes. In the area of student achievement correlates, several studies examined the effects of students' sex and socioeconomic status on their economic understanding. The author concludes that additional research is needed in several areas. For example, future research should explore the lack of consistent findings concerning correlations between student attitudes toward economic issues and student achievement. (AV)

ED 170 213 SO 011 663

Chiarelott, Leigh And Others
Basic Principles for Designing Experience-Based Curricula.
Pub Date- Apr 79
Note-26p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Design, Discovery Processes, Educational Experience, *Educational Principles, Educational Psychology, Educational Theories, Elementary Secondary Education, *Experiential Learning, Inquiry Training, Learning Experience, *Learning Theories, Program Development, *Sequential Learning, Student Experience
Identifiers-Dewey (John)

This paper presents four principles to be followed in the development of experience-based curriculum. The principles have been extrapolated from John Dewey's theory of experience ("Experience and Education," 1938). They are discussed in this paper in terms of several existing curriculum materials for elementary and secondary education. The first principle is that the selection of learning experiences should be based upon the continuity and interaction of the learner's past, present, and future experiences. The second principle states that sequencing of curriculum should be based upon the development of the learner's experiential continuum. The experiential continuum is the cumulative result of the learner using the knowledge gained from one experience to understand more fully the meaning of his next experience. The third principle is that action and reflection should be used in reviewing learning experiences. Examples of action are field-experience projects; examples of reflection are class discussion and role play. The fourth principle is that subject matter should be discovered by the learner through a process of inquiry as he explores the significance of each learning experience. (Author/AV)

ED 170 214 SO 011 664

Smith, Victor A.

A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations.

Pub Date- Apr 79
Note-29p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); Testing charts in the Appendix may not reproduce clearly in hard copy due to broken print type
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Area Studies, *Changing Attitudes, Cross Cultural Studies, *Cultural Education, Educational Research, Elementary Secondary Education, *Experimental Curriculum, Factor Analysis, Foreign Countries, *Global Approach, Grade 6, Grade 7, Grade 8, Junior High School Students, Research Methodology, Social Science Research, *Social Studies, Statistical Analysis, *Student Attitudes

This paper describes a study to explore the impact of experimental social studies materials on student attitudes toward other nations. The experimental materials were developed as part of the Global Studies Project sponsored by the Social Studies Development Center at Indiana University. Designed for the junior high level, the materials focused on basic human phenomena such as food and communication which are parts of all cultures. The hypothesis of the study was that students using the experimental materials would show a change in international attitudes after the experimental period, whereas students in a control group, which did not use the materials, would show no attitude change. For the study 15 junior high classes in six states were each divided into control and experimental groups. All groups received pre- and posttests before and after 15 weeks. The test measured students' attitudes toward 15 nations including Mexico, Canada, India, Ghana, China, and Russia. Extensive factor analysis was performed on the data. Contrary to the hypothesis, students in the experimental groups did not show a change of attitude. This suggests that children's international attitudes are formed before the junior high years. It is recommended that elementary curriculum be changed to incorporate more international studies in earlier grades. (AV)

ED 170 215 SO 011 665

Dalton, Kathleen

The Education of Theodore Roosevelt: Formal Learning and Its Informal Messages.

Pub Date- Apr 79
Note-35p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Case Studies (Education), Cultural Factors, Discriminatory Attitudes (Social), Educational Alternatives, Educational Assessment, *Educational History, Educational Objectives, Elementary Secondary Education, Equal Education, Family Influence, Individual Instruction, *Motivation, Nonformal Education, Psychological Needs, *Self Concept, *Social Class, Social Influences, Success Factors, *Teacher Attitudes, *Teacher Influence, Teacher Role, Upper Class
Identifiers-Roosevelt (Theodore)

Theodore Roosevelt's education is used as a case-study to illustrate how educators' informal messages influence students to stay in their social class. These messages can be transmitted either consciously or unconsciously, through tone of voice, body movement, facial expression, and unspoken expectations or assumptions. As the first social experience outside the home, the teacher has immense responsibility as an identity builder during a vulnerable period and is viewed by the student as a person who will make sense out of the world. The informal messages the teacher transmits perpetuate the status of the child being taught. Because Roosevelt's education was designed to meet his interests and needs, he received messages of his uniqueness and potential greatness at every turn. His opinions were considered worthy of attention; teachers were persons to listen to, learn from, argue and discuss with, but fallible. He took for granted that he deserved the wealth, advantages, and political power that belonged to his class. His education endowed him with a sense of what it means to be upper class, just as poor children learn the opposite in ghetto classrooms. It is an extreme example of the ego-enhancing possibilities of an individually designed education. Classrooms today tend to have the opposite effect. To the question raised by this paper, Are our schools stifling the identities, the human possibilities of the children of America by teaching them the informal messages of class roles?'', the answer must be yes. (CK)

ED 170 216 SO 011 666

Shaker, Paul
Educational R&D in Saudi Arabia: An Ethnomethodological Analysis.
Pub Date- Apr 79
Note-25p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Arabs, Attitudes, Behavioral Science Research, *Comparative Education, Cultural Awareness, Developing Nations, *Educational Development, *Educational Philosophy, Elementary Secondary Education, Foreign Countries, Interpersonal Relationship, *Islamic Culture, Living Standards, Moral Development, Non Western Civilization, Relevance (Education), Religious Factors, Research Methodology, Social Behavior, *Sociocultural Patterns, Values
Identifiers-Saudi Arabia

Educational development in Saudi Arabia is closely related to Moslem religious belief. A review of the socio/cultural behavior based upon Saudi religious belief can provide insight to educators on how to make educational and research activities in developing nations more relevant to people with a non-Western frame of reference. Among muslims, personal responsibility for the moral ordering of the natural world is considered a strong mandate. Also, important in Moslem culture are male camaraderie, hospitality, personal tranquility, social harmony, refined courtesy, social solidarity, and a view of all activities as integral parts of one's role as a human being. To develop educational programs in accordance with Saudis' frame of reference, educators should devise curriculum so that it consists of integrated and meaningful information along a theme. Educators should also encourage students to use impressions and intuitions when seeking answers and should avoid compartmentalizing data into artificial segments. Educators will devise curriculum which is more relevant to individuals in developing nations if they pay attention to values and social behaviors in the culture they are trying to serve. (DB)

ED 170 217 SO 011 670

Tanner, Daniel, Ed. And Others

What the Curriculum Field Needs to Learn from Its History.

Spons Agency-Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date- 30 Mar 78

Note-40p.; Symposium presented at Annual Meeting of the American Educational Research Association (Toronto, Canada, March 30, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, *Curriculum, *Curriculum Development, Curriculum Evaluation, Curriculum Problems, Curriculum Research, Democratic Values, *Educational History, Educational Theories, Efficiency, Socioeconomic Influences

Identifiers-Dewey (John)

Three papers address the question of why the field of curriculum alternates between periods of creative change and periods of relative inertia. Key historical influences are discussed and related to the present state of the field. Ralph W. Tyler's paper What the curriculum field needs to learn from its history'' deals with the cyclical behavior of criticism, reform, and retrenchment. He believes that a systematic historical study of curriculum leadership as shown in curriculum development would be beneficial. Arthur Wirth, in What we can learn from a Deweyan perspective'', discusses the conflict between a demand for technocratic efficiency and the need to consider democratic values concerning the quality of life. He points out how misinterpretations of Dewey have hindered access to the Deweyan tradition. Learning from the curricular past'', Leonard Berk's paper, uses a case history of Gary, Indiana schools from 1940-1968 to illustrate how the two opposing interpretations of curricular development, capricious and intractable, occur under various social and economic influences. He suggests that useful curriculum history requires an analysis of the interaction of leading ideas with school practice. (CK)

ED 170 218 SO 011 671

Cadwallader, Lynn

Nathaniel Topliff Allen, Early Professional and 19th Century Risk Taker.

Pub Date- Apr 79

Note-20p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Civil Rights, Civil War (United States), Coeducation, *Educational History, *Educational Innovation, Educational Objectives, Educational Philosophy, *Educational Practice, Elementary Secondary Education, *Equal Education, Females, Racial Integration, Slavery, Social Change, *Teacher Influence, *United States History

Nathaniel T. Allen's life (1823-1903) offers insights into 19th century professionalization of education in the United States. His independent political views set him apart as a strong-willed and dauntless supporter of equal education opportunity. Appointed by Horace Mann as principal of a model school connected with the first public normal school in the United States, Allen later ran his own school for 50 years. He attracted students from throughout the world and promoted racial integration, coeducation, kindergarten, nature studies, and physical education. As an agent of Henry Barnard, he studied European education. Correspondence with Mann, Frederick Douglass, Booker T. Washington, Lucy Stone, Wendall Phillips, and various students portray Allen as an educational pioneer who opposed typical 19th century apolitical entrepreneurship among educators and administrators. Allen's work was summed up by the Massachusetts Schoolmasters Club which referred to his school in 1903 as the best in New England a place where every new idea advanced by a sane pedagogy was worked out. (Author/KC)

ED 170 219 SO 011 673

Tolliver, J. Howard

Confluent/Humanistic/Affective Education: A Set of Bibliographies.

Pub Date-79
Note-31p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, *Attitudes, Behavior, Blacks, Death, Educational Theories, Elementary Secondary Education, Human Dignity, *Humanistic Education, Parent Child Relationship, Peer Counseling, *Self Actualization, *Self Concept, Student School Relationship, Teacher Education, *Values

Over 250 journal articles, ERIC documents, dissertations, and books dealing with confluent, humanistic, and affective education are listed in this annotated bibliography. Journal articles comprise those published since 1975. Other earlier works listed are considered of major importance in the field. The resources are listed under five categories: self-concept, values clarification, self-actualization, attitudes, self-disclosure and locus of control, and general affective education. Topics included in affective education are human development, black self-concept, urban schools, parent and leader effectiveness training, peer programs, open classrooms, and death. (KC)

Perlmann, Ari Joel

Education and Social Structure: Providence, R.I. 1880-1925. The Research Design and the Data Collection.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-20 Mar 78
Grant-NIE-G-740075
Note-136p.; Table on page 59 and Data Collection charts on last four pages of document may not reproduce clearly due to small print type of original
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement, Census Figures, Community Study, Data, *Data Collection, Economic Research, Educational History, Educational Research, Elementary Secondary Education, Family Background, Relationship, Research Methodology, Research Problems, Research Tools, School Statistics, Social Indicators, *Social Mobility, *Social Science Research, Socioeconomic Background, Socioeconomic Status, Vocational Followup
Identifiers-Rhode Island (Providence)

This interim report describes in detail the data collection procedures for a study focusing on the relation of education to social structure in Providence, Rhode Island from 1880 to 1925. The objectives of the study are to examine the following: (1) the changing distribution of schooling among various social groups; (2) the extent to which schools helped people get ahead; (3) the extent to which different ethnic groups differed in their use of the schools; (4) the educational patterns in women of different social backgrounds and the role of education in their social mobility; and (5) the extent to which the educational credentials required for a job changed as the average amount of schooling increased. The author details how he chose samples from the census and high school records, how he obtained family background information from the city directory and the tax book, information on school attainment from the census and school records, and information on the sample members' careers, male and female, from the city directory, tax books, and marriage records. Limitations, difficulties, and the possible margin of error are noted in full. The author also describes how he classified and coded occupations and concludes with a description of organizing and processing the data collection. Research findings and implications will be reported at a later date. The data collection chart used is appended. (Author/CK)

ED 170 221 SO 011 675

Sinclair, Robert L. Ghory, Ward J.

Curriculum as Environments for Learning: A Practical Meaning and Model.

Pub Date-Apr 79
Note-33p.; For a related document, see SO 011 677; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development, *Curriculum Planning, Curriculum Problems, Effective Teaching, Elementary Secondary Education, Relevance (Education), *Student Needs, *Student School Relationship, Student Teacher Relationship, *Teacher Role

Effective curriculum development and implementation may be achieved by considering the multidimensional nature of the term ``curriculum.'' A definition of curriculum should be considered in terms of its expressed, implied, and emergent dimensions. The expressed dimension is the written statement of learning objectives, sequence of contents, learning opportunities, and evaluation procedures. The implied or ``hidden'' curriculum consists of unstated messages or unintended learning. The emergent curriculum, derived from examining the needs of the learner, includes ongoing alterations, adjustments, and additions to the expressed and implied. When developing curriculum, the expressed dimension calls for devising a curriculum platform, organizing subject content, and creating learning opportunities. Collected data of student perceptions form the implied curriculum. The emergent dimension involves a process in which the teacher decides either to take supportive action to motivate student behavior or begin action to eliminate sources of disconnection between the student and the curriculum. Implementation of curriculum is enhanced through perceiving teachers as leaders in curriculum improvement and the classroom as a unit for curriculum implementation, and assuring that a positive match exists between what the school requires of the teacher and what the pupils need. (Author/KC)

Ghory, Ward J. Sinclair, Robert L.

Thinking about Our School: The Environmental Perceptions Approach to Curriculum Inquiry and Improvement.

Pub Date-Apr 79
Note-59p.; For a related document, see SO 011 675; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, *Curriculum Development, Curriculum Planning, Curriculum Problems, *Decision Making, *Educational Environment, *Educational Planning, Educational Research, Effective Teaching, Participant Satisfaction, Principals, Relevance (Education), Research Methodology, Research Utilization, Secondary Education, Student Attitudes, Student Evaluation of Teacher Performance, *Student Opinion, *Student Participation, Student Role, Student School Relationship, Student Subcultures, Student Teacher Relationship

A rationale and methodology for the use of student perceptions in educational decision making, and specifically in the area of curriculum, are presented. Four sections of the paper present ways in which student perceptions may be used: to describe and compare school environments, to compare perceptions of student subgroups within the same environment, and to explore relationships between the behavior of participants and the characteristics of the environment. Examples are drawn from three major studies involving over 11,000 students in public and alternative schools in Massachusetts. Results of the survey indicate that generally students viewed their schools as discriminatory, not challenging, and deficient academically. Students felt burdened by extra-school priorities and ambivalent about class attendance. Highly rated schools in the survey were those where teachers responded to students by observing their actions and seeking out their concerns. In comparing subgroup views, involved and marginal students, and students and teachers were examined. Members of both subgroups differ significantly in the way they perceive their school environment. Finally, the survey measured principal and teacher behaviors. Evidence suggests that principals who are considerate of teachers create school environments which students perceive as involved, humane, and friendly. A final section presents a method for planning which considers three dimensions of the curriculum: expressed, implied, and emergent (See SO 011 675). (KC)

ED 170 223 SO 011 678

Kirk, Daniel
High School Psychology.
Pub Date- 30 Aug 78
Note-9p.; Paper presented to the Annual Convention of the American Psychological Association (86th, Toronto, Canada, August 30, 1978)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescence, *Curriculum Development, Curriculum Evaluation, *Educational Alternatives, Educational Needs, Graduate Study, *High School Curriculum, *Psychology, Secondary Education, Teacher Education

This paper discusses the current state of the high school psychology curriculum and suggests an alternative program combining a graduate program for teachers with an emphasis on teaching adolescent development. There are three approaches to teaching psychology currently; scientific, personal, and a compromise between the first two, using a current issue viewed according to psychological theory and methods. The teachers, certified in social studies only, are academically unqualified. Enrollment figures doubled between 1960 and 1979 with the growth trend likely to continue. An alternative program could be a graduate training program in the psychology of adolescent development examining adolescent concerns not handled by other subjects and showing how those concerns can be dealt with using scientific principles and research. There is little incentive for this because teachers are already certified and state education departments and school boards are retrenching rather than offering new programs. However, 11 out of 21 teachers at a Marist College Psychology Day evinced interest in graduate psychology courses and one half of the graduating classes at Marist College and Vassar liked the curriculum and were interested in matriculating. As a result, Marist College offered teachers a graduate course entitled High School Psychology in the spring of 1979. (CK)

ED 170 224 SO 011 679

Kravetz, Nathan

Education of Ethnic and National Minorities in the USSR: A Report on Current Development.

Pub Date- Mar 79

Note-24p.; Paper presented at the Convention of the Comparative and International Education Society (Ann Arbor, Michigan, March 21-24, 1979); Table 2 on page 7 may not reproduce clearly in hard copy due to broken print type

Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Access to Education, Bilingual Education, Comparative Education, Educational Improvement, Educational Needs, *Educational Objectives, *Educational Policy, Educational Problems, Educational Research, Ethnic Groups, Foreign Countries, Jews, *Minority Groups, Quotas, Research

Identifiers-*USSR

This report analyzes and compares information on educational achievements of minorities in the USSR. It also reviews and assesses Soviet educational policy for nationalities and suggests some areas for further study. Data are based on the USSR 1970 All-Union Census and later evidence. National minorities in the USSR have historically been guaranteed rights and freedom of choice in language of instruction. In 1970, Georgians and Jews had superior achievements, the Georgians because of favored status during Stalin's era, and Jews because of a high concentration in urban areas. Since 1970, the undergraduate level shows an increase in enrollment for all minorities except Georgians and Jews. At the graduate level there was a general decline but a larger percentage of Asian minorities enrolled. The drastic decline of Jews reflects Soviet educational policy and discriminatory quotas, causing them to seek emigration. Trends show increased opportunity for some groups. However, fewer specialists are being trained because of reduced enrollment of students from educationally motivated groups. In summary, there has been a major effort to provide education for non-Russian ethnic groups, with bilingual options available. Problems needing attention include the quality difference between urban and rural schools, cultural divisiveness within some groups leading to less schooling for women and a negative view of education, lack of trained technological manpower, severity of graduating and admissions exams, and a declining birth rate among well-educated groups coupled with an increase of those with less motivation. (CK)

ED 170 225 SO 011 681

Rizza, Paul F. Hughes, James C.

Planning: An Interface Between Traditional and Applied Geography.

Pub Date- 24 Apr 79
Note-9p.; Paper presented at National Meetings of the Association of American Geographers (Philadelphia, Pennsylvania, April 24, 1979)
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Opportunities, *City Planning, *Curriculum Development, Educational Innovation, Educational Problems, Experiential Learning, *Geography Instruction, Higher Education, Internship Programs, *Professional Occupations, *Regional Planning, Relevance (Education), Student Needs, Teacher Education

The development of curricula to train geography majors for eventual employment in planning agencies would solve problems of declining student enrollments, educational relevance, and career opportunities for graduates. Although traditional geography programs offer training in field methods, cartography, and physical and economic geography, students should also be introduced to topics such as the political realities of planning. Such a program has been initiated at Slippery Rock State College in Pennsylvania. In addition to strengthening its traditional program, the department added courses in rural and urban planning, and created workshops and internships with city, county, and regional planning agencies. Problems of faculty preparation in teaching planning courses were solved through reading, workshops, seminars, courses, and involvement with local planning efforts. The success of the program is reflected in the fact that over 80% of the department's recent graduates have obtained positions in planning or planning-related agencies. (KC)

Abdel-Halim, A. El-Mahdi Shaker, Paul

A Strategy for Promoting Educational Reform in Developing Countries.

Pub Date- Apr 79
Note-21p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Comparative Education, Cultural Awareness, Curriculum Development, *Developing Nations, *Educational Change, Educational Development, Educational Improvement, Educational Needs, *Educational Problems, Elementary Secondary Education, Foreign Countries, Laboratory Schools, Research and Development Centers, Research Projects
Identifiers-Saudi Arabia

Educational reform in developing countries, specifically in Saudi Arabia, will be facilitated if certain strategies are employed when implementing educational change. Problems which restrict reform tend to be a culture which opposes change, staffing, finances, a shortage of relevant learning materials, excessive centralization of authority, expatriation by the educated, and urban migration. Also counterproductive to educational reform are rigorous standards of achievement and the ethnocentrism of foreign educated nationals who fail to understand the culture in which they are working. Strategies to combat these problems include carefully selecting and working toward established educational goals, reorienting students toward their traditional culture, and improving the quality of instruction in the classroom. Educational research and development centers which would become a center of authority in the system and laboratory schools which would offer a place for experimentation in educational alternatives should be established. Current projects in a Saudi Arabian research center include analysis of a leading Arabic language private school, an investigation of English language teaching, proposals for introducing computer-assisted instruction, and the development of standardized measurement instruments. (KC)

ED 170 227 SO 011 685

Bennett, Roger V.

Interrelationships Among Curriculum and Instruction Variables and Learning Outcomes in Project P.E.A.C.E.

Pub Date- Apr 79

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Objectives, Attitude Tests, Cognitive Objectives, *Curriculum Development, *Curriculum Evaluation, Educational Assessment, Educational Objectives, Elementary Secondary Education, *Environmental Education, Junior High School Students, Learning Characteristics, Learning Experience, Models, Post Testing, Program Evaluation, Testing, *Urban Environment, *Urban Studies

The paper focuses on development and implementation of the curriculum phase of an urban environmental studies program entitled Project Environmental Action Community Education (P.E.A.C.E.) The curriculum model developed for P.E.A.C.E. was based on the premises that it should be created by relevant consumer groups as well as educators.

comprehensive in scope, and transferable to other segments of society. Project members generated eight instructional modules, a teacher inservice module and a leadership module. Examples of modules included Urban Environmental Development and Planning, Social Services and the Urban Environment, Economics and Politics of Resource Management, and Leisure Activities in the Urban Environment. The modules were field tested by 24 teachers in 10 urban schools in Memphis (Tennessee). Modules were evaluated by students using various measurement instruments including the Module Activity Questionnaire, the individual module tests, the Environmental Aptitude Scale, the Problem Solving Process Inventory, and the Environmental Action Options Scale. Findings indicated that students enjoyed working with P.E.A.C.E. instructional modules and received higher test scores on seven of the eight modules after participating in the project. Findings also indicated that teachers who participated in P.E.A.C.E. inservice training became more knowledgeable about the module topics, objectives and instructional approaches of the project. (DB)

ED 170 228 SO 011 686

Sinclair, Robert L. Ghory, Ward J.

Views from the Margins: Practical Premises and Modest Priorities for Curriculum Improvement.

Pub Date-Apr 79

Note-31p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); For related documents, see SO 011 675 and SO 011 677

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, *Change Strategies, Classroom Environment, *Curriculum Development, *Curriculum Planning, Curriculum Problems, *Educational Change, *Educational Environment, Educational Problems, Educational Research, Effective Teaching, Elementary Secondary Education, *Environmental Influences, Parent Role, Parent School Relationship, Research Needs, Student Attitudes, Student Behavior, Student Opinion, Student School Relationship, Student Teacher Relationship, Teacher Role

This paper addresses three considerations for curriculum change: a definition of curriculum which considers learning environments, a set of premises to assist in curriculum planning, and suggested curricular priorities. The first section discusses various dimensions of curriculum, including expressed, implied, and emergent (described in more detail in SO 011 675). The second section identifies premises which can help curriculum developers identify priorities: 1) the social system of the school discourages change, 2) teacher interactions with learners are influenced by unnecessary regularities, 3) monolithic school environments discriminate against students who differ from the majority, 4) marginal students as well as marginal teachers can provide important information on curriculum improvement, 5) cooperation between parents and teachers affects the attitudes of pupils toward learning, 6) the principal is a key leader for initiating curriculum change, and 7) the teacher must ultimately decide how curriculum improvements are put into practice. The third section discusses priorities for curriculum change. Suggested priorities include educational change at the state and national levels, research to determine positive effects of the school environment, analysis of relationships between students and teachers, creation of multiple-environment schools, and development of instruments for measuring student perceptions. (KC)

ED 170 229 SO 011 687

Weidenaar, Dennis J.

Economics Education at the Post Secondary Level: Its Development and Research Activities.

Pub Date-79

Note-15p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Economic Education, Economic Research, Educational History, Educational Objectives, Educational Theories, *Higher Education, Postsecondary Education, Teaching Methods

This paper reviews the research in economics education at the postsecondary level, discussing the kinds of research, summarizing the conclusions, and suggesting areas for further research. Economics education developed in three phases. From 1865-1900 political economy was incorporated into the curriculum. In 1900-1930 the emphasis was on commercial education and the goal shifted to understanding the world. The 1930s saw a debate between advocates of classical principles and government intervention, but from 1940-1960 employment theory or social accounting became popular. Since the 1960s the systematic investigation of economics education has emerged due to many factors including new testing devices, research workshops, and educational innovations. The majority of the research has been done on the postsecondary Principles of Economics course ascertaining the effects of different teaching methods. During the last few years, there have been some studies using new perspectives and analytical techniques seldom used before. This should continue, with a broadening of scope to include other economics courses and non-formal postsecondary economics education activities, including the impact of primary sources. (CK)

ED 170 230 SO 011 688

Schearer, Hansjorg
The Quality of School Life in Experimental and Traditional Schools in Western Germany.
Spons Agency-Ministry of Education and Science, Bonn (West Germany).
Pub Date-79

Note-20p.; Paper presented at Annual Convention of the American Educational Research Association (San Francisco, California, April 1979); Table 1 may not reproduce clearly due to small and broken print type
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Analysis, *Comparative Education, Educational Alternatives, Educational Assessment, Educational Environment, *Educational Innovation, Educational Needs, Educational Objectives, *Educational Practice, Educational Problems, Educational Research, Elementary Secondary Education, Equal Education, Foreign Countries, Lower Class, Lower Class Students, Low Income Groups, Social Structure, Socioeconomic Influences, *Student Attitudes, Student Motivation, *Traditional Schools
Identifiers-West Germany

Student perceptions of educational opportunities in contrasting educational settings in West Germany are explored. Two types of schools predominate in the Federal Republic of Germany. One type, the traditional, is characterized by a high degree of state control of the curriculum, teacher training, years of schooling, and number and type of examinations. Another type, experimental, has evolved since the mid 1960s to mitigate the social selectivity of the school system. Recent reforms have led to the establishment of comprehensive schools which are characterized by a social mix of students in the classroom, experimentation with grouping schemes, humanization of schooling, encouragement of free choice of courses, and frequent change of courses. A study was undertaken in 1976 to compare attitudes, motivation, and achievement of 1,200 lower middle class junior high school students from traditional and experimental schools in Berlin. It was hypothesized that a measurement instrument based on student perceptions of quality of school life (QSL) would shed light on how changes in the learning environment affect students. Statistical analysis of student responses to questions about the quality of school life indicate that students in comprehensive schools have more positive attitudes about all dimensions of their learning environments, are more committed to school work, appreciate freedom of choice, and have better relationships with teachers and schoolmates. Additional research is suggested to determine how to increase effective choice situations. (DB)

Carter, John E., Ed. Angello, Richard, Ed.

Philosophical Studies in Education: Proceedings of the 1978 Annual Meeting of the Ohio Valley Philosophy of Education Society.

Ohio Valley Philosophy of Education Society, Terre Haute, Ind.
Spons Agency-Ohio State Univ., Columbus.
Pub Date-79
Note-112p.; For a related document, see ED 164 426 ; May be marginally legible due to small type
Available from-Ohio Valley Philosophy of Education Society, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($2.50)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Beliefs, Educational Needs, Educational Objectives, *Educational Philosophy, *Educational Policy, Educational Practice, Educational Psychology, Elementary Secondary Education, *Ethical Instruction, Futures (of Society), Higher Education, Learning Processes, *Philosophy, *Policy Formation, Relationship, Religious Education, Socioeconomic Influences, Student Evaluation of Teacher Performance, Teaching Methods, Tenure

The proceedings consist of the presidential address, papers, responses, and dialogue presented at the annual meeting of the Ohio Valley Philosophy of Education Society. Papers emphasized several themes: 1) appraisals of professionalism, 2) obligations of teachers in the areas of ethics and morality, 3) historical arguments relating to the oligarchy of educational expertise, and 4) philosophical views on the nature and scope of professional authority. In the presidential address, Gerald M. Reagan of the Ohio State University examined the growing concern in colleges and universities over evaluation of faculty members by students. Reagan suggested that peer review and evaluation of faculty members would be more appropriate. Other papers focused on the need to establish goals for teaching ethics, social influences on moral education, a critique of values education, socializing functions of schooling, a revisionist interpretation of John Dewey's social and political philosophy, coercion by educators to prepare people for a democratic society, teaching about ethnic diversity in a culturally pluralistic society, the relationship between teaching and learning, and the pre-socratic roots of Western education. (DB)

ED 170 232 SO 011 691

A Teacher's Guide to the Economy and Business Organizations.
Wisconsin Dept. of Public Instruction, Madison. Social Studies
Curriculum Study Committee.
Spons Agency-Cooperative League of the USA, Washington, D.C.
Pub Date-Jul 77
Note-196p.
Available from-Wisconsin Department of Public Instruction, 126 Langdon
Street, Madison, Wisconsin 53702 ($2.00 single copy)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Business Cycles, *Business Education, Citizenship
Responsibility, Consumer Education, Cooperation, Cooperatives,
Delivery Systems, *Economic Education, *Economic Factors, Learning
Activities, Marketing, Organization, Secondary Education

To increase economic literacy among students in grades 8-12, the guide offers activities, discussion questions, background information, and explanation of economic concepts. The document is presented in three sections. Section I examines the economic framework of the United States. Topics discussed include economic problems, making economic decisions, economic system development, production, income distribution, and economic exchange. Section II focuses on the four major types of non-government business organizations proprietorship, partnership, investor-owned profit corporation, and user-owned cooperative corporation. For each type of organization, information is presented on major points, performance expectations, important concepts, and comparison with other types of organizations. Section III traces cooperative enterprises in agriculture and business-particularly in the fields of housing and health care. Information is presented on the principles of cooperatives, how cooperatives work, control, success factors, and buying power of cooperatives. Each of the three sections outlines the major points about each concept discussed and recommends additional teacher material, student material, student activities, discussion questions and answers, and a glossary of terms. Student activities include analyzing newspaper articles, charting sectors of the business economy, answering brief questions about the free enterprise system, analyzing local business enterprises, arranging speaking engagements by community business leaders, and forming a cooperative to purchase school supplies. (DB)

ED 170 233 SO 011 692

Roper, D. Lee
The Proud Maasai.

Pub Date-78
Note-97p.
Available from-Grossmont College, El Cajon, California 92020 ($3.00 paper bound, quantity discounts available)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*African Culture, *Anthropology, *Cultural Background, Family (Sociological Unit), Family Life, Instructional Materials, Junior High School Students, Non Western Civilization, Secondary Education, Social Structure, Sociocultural Patterns, *Tribes
Identifiers-*Africa (East), Kenya, *Maasai (Tribe), Tanzania

This booklet touches upon many aspects of the Maasai tribe of Tanzania and Kenya. Topics covered include an historical background examining Maasai origins and contact with Europeans and a survey of their economic system detailing community life, daily routine, diet, the importance of and ideas about raising livestock, food, technology, and inheritance customs. The chapter on social structure describes the Maasai custom of male dominance, male and female circumcision ceremonies, the life of the warrior including warrior taboos, and becoming an elder. Male-female relationships are explored, covering courtship, marriage, extra-marital relationships, and Maasai customs during pregnancy, childbirth, infancy, and childhood. The author defines social controls and surveys how the Maasai deal with the unknown, discussing medicine men, treatment of illness and injury, death, creation stories, superstitions, and proverbs. He describes the towns, as opposed to the villages, and summarizes by noting trends and possibilities in the future. He concludes the booklet by noting some of his own personal experiences while visiting the Maasai. (CK)

ED 170 234 SO 011 698

A Survey of Community/Junior Colleges in the United States to Determine the Extent of Interest and Development of Band Programs Involving Area Adults. American School Band Directors' Association, Research Committee Reports for the Annual Convention (24th, Atlantic City, New Jersey, 1976).

American School Band Directors Association, Newark, Ohio.
Pub Date-76
Note-27p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bands (Music), Cocurricular Activities, Community Colleges, Educational Research, Junior Colleges, Music Activities, Needs, Postsecondary Education, *Program Effectiveness, Program Evaluation, Student Attitudes, Student Interests, Student Motivation, *Success Factors, Trend Analysis

Research to determine the extent of community/junior college band programs and the factors leading to the success or termination of these programs are examined. All schools in the 1973 directory of the American Association of Community and Junior Colleges were surveyed. Three different questionnaires were designed for and answered by schools with an operative band program, those which previously but not presently had a program, and schools which had never operated a band program. Results from the 53 schools with a band program indicated that enthusiasm of the band members and competency of the director rank far ahead of any other success factors. Other significantly ranked factors included quality music, competency of musicians, and excellence of performance. The nine schools which had discontinued their band program listed lack of student interest as the greatest factor. The need for musicians, a capable director, and financial support were listed as resources necessary for re-establishment of a program. Of the 142 community/junior colleges without a program, 25% indicated interest in sponsoring one. These schools listed musicians and finances as necessary resources. These results demonstrate that the emphases at schools with successful bands are on intangible factors of enthusiasm and dynamic musicians and director, while schools without a program emphasize tangible factors. Conclusions are that schools without band programs could benefit by examining the success factors of those with programs. (KC)

ED 170 235 SO 011 699

Hills, Charles W., Comp. Bohms, Alvin E., Comp.

Bibliography of Doctoral Dissertations on Topics Related to Instrumental Music Curriculum. American School Band Directors' Association, Research Committee Reports for the Annual Convention (23rd, Columbus, Ohio, 1975).

American School Band Directors Association, Newark, Ohio.

Pub Date-75

Note-50p.; Not available in hard copy due to print quality of original document

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Adult Education, Applied Music, Bands (Music), *Curriculum, Doctoral Theses, Educational Assessment, Educational Facilities, Educational Objectives, *Educational Practice, Elementary Secondary Education, Higher Education, *Music, *Music Activities, *Musical Instruments, Music Teachers, *Music Techniques, Orchestras, Program Descriptions, Vocal Music

This bibliography lists representative doctoral dissertations dating from 1954-1975 concerned with instrumental music curriculum for elementary, secondary, higher, and adult education. The 367 dissertations cited deal with individual and group instruction, state of the art reviews of music education, performance techniques, musical aptitude, and administration of school music programs. Titles include A Manual for the Training of Class Violin Teachers,'' Group Instruction in Piano,'' Planning Musical Facilities for the Secondary Schools,'' A Study of Ten Original Compositions for Band Published in America since 1946,'' Elementary Teachers' Judgments Regarding the Adequacy of their Music Preparation,'' Music in the Recreation Program for Senior Citizens in the State of Florida,'' Analyses of Seven Major Band Compositions of the Twentieth Century,'' An Ensemble Method for Teaching Percussion Instruments,'' and The Relationship of Secondary Instrumental Music in the Public Schools of Kansas City, Missouri.'' For each entry, information is presented on author, dissertation title, publication data, university to which the dissertation was presented,, number of pages, and an indication as to whether the dissertation is best described by the descriptor music'' or education.'' (DB)

ED 170 236 SO 011 705

Kailin, Clarence S. Sylvester, Mary Jean, Ed.
Black Chronicle: An American History Textbook Supplement.
Wisconsin Dept. of Public Instruction, Madison. Office of Equal Education Opportunities.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-74
Contract-OEC-5-73-0065
Note-42p.; Photographs throughout document may not reproduce clearly
Available from-Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (free, $0.25 postage for single copies)
Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-African History, Black Power, *Blacks, Civil War (United States), Colonial History (United States), Democratic Values, Educational Needs, Educational Practice, Educational Trends, Elementary Secondary Education, Government Role, *History, Instructional Materials, Minority Role, Political Influences, Racial Discrimination, Racism, Reconstruction Era, Revolutionary War (United States), Slavery, Social Change, Socioeconomic Influences, *United States History

The chronicle provides an accurate and balanced representation of the history of the black experience in an effort to counteract misinformation presented in most textbooks. American history textbooks used in Wisconsin school districts ignore or distort the cultural experiences and contributions of blacks, often omitting important information, overgeneralizing, and distorting historical accuracy. The document is organized as a chronological outline, with dates presented for 11 major historical periods: The Colonial period, the Revolutionary War period, the Civil War and reconstruction, post-reconstruction, industrialization and world involvement, the Harlem Renaissance of the 1920s, World War II and the New Deal, post-World War II, the Protest Era, and the early 1970s. For each period, a brief overview summarizes major national and international political and social events which were significant to blacks. Following the historical overview, specific dates within the historical period are listed and events occurring on those dates are described. Example items include 1905, the Niagara Movement was formed by W.E.B. DuBois to reject paternalism, inferiority, and charity; 1939, Senator Theodore Bilbo of Mississippi introduced a plan to colonize black people back to Africa; and 1972, the National Black Convention in Gary, Indiana, drew up an agenda to present to political parties in the 1972 election. (DB)

ED 170 237 SO 011 706

Politics and Power: The New Voter. Report of the Subcommittee on Political Science.
Wisconsin Dept. of Public Instruction, Madison. Social Studies Curriculum Study Committee.
Pub Date-73
Note-65p.
Available from-Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 ($0.75 single copy)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Government (Course), *Citizenship Responsibility, Civics, Decision Making, Decision Making Skills, Democracy, Democratic Values, *Educational Objectives, Government Role, Human Dignity, Legislation, *Political Socialization, *Politics, School Community Relationship, Secondary Education, Skill Development, Social Studies, *Voting

The booklet contains political education materials drawn from Wisconsin state and Federal government legislation, newspaper articles, and publications from political interest groups and educational organizations. The main purpose of the document is to help educators design and implement political science and citizenship education programs in response to the lowering of the minimum voting age to 18. The document is presented in six chapters. Chapter I describes attempts by Wisconsin educators to introduce high school students to civic skills, particularly voting procedures and objectives. Chapter II focuses on Wisconsin's Age of Majority Bill. The text of the law is followed by discussion of the law's implications. Chapter III reviews political education programs in several Wisconsin school districts. Chapter IV offers a check list of 23 criteria for program development. Chapter V presents a list of agencies, publishers, and materials dealing with political education. The final chapter discusses possible future directions of the Wisconsin State Social Studies Political Science Subcommittee. (DB)

Music Curriculum Guide K-12. Bulletin No. 150.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date- 71
Note-79p.
Available from-Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 ($1.00 single copy)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Choral Music, *Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, *Music Activities, Musical Instruments, Music Appreciation, *Music Education, Music Reading, Music Teachers, Music Theory

This K-12 music curriculum guide provides criteria for evaluating musical instructional programs and offers assistance to musical educators who wish to improve the content of their musical instructional programs. It is divided into three major parts, the first of which considers administrative implications and makes specific recommendations for each grade level, with organizational tables and musical accomplishments and experiences to be covered. The second part stresses the musical instructional program, covering general musical experiences in each grade, choral music experiences, allied arts, appreciation and history, music theory, instrumental experiences, and group keyboard experiences. The appendix presents information on a variety of topics including the function of professional organizations, special services available, certification of music teachers, preparation of the high school music student for college entrance, a statement of music education objectives, the Tanglewood Symposium Declaration, and sample lesson plans and teaching aids. (CK)

ED 170 239 SO 011 708

India A Look Across Cultures.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-Apr 75
Note-181p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Asian Studies, *Cultural Awareness, Cultural Education, Cultural Environment, Curriculum Development, Curriculum Enrichment, Elementary Secondary Education, Family Life, Foreign Countries, *Non Western Civilization, Social Structure
Identifiers-*India

This teaching guide about India presents teaching-learning strategies. The major intent is to help the teacher and student examine and understand another culture within its own frame of reference, thereby helping the student understand his own. The overall emphasis of the guide is on the development and understanding of concepts and generalizations rather than just acquisition of facts. The guide on India's culture is divided into seven components of study: Stream of life: birth, child-rearing, marriage, and death; Agencies of cultural continuity and transmission: religion, values, and philosophy; Geography: environment, occupation, and economics; History; Government; Creativity: Art, literature, and music; and Culture in transition: conflict and assimilation. Various concepts within each component are defined and study experiences are recommended such as reading books and listening to records. Components also include 1) teaching strategies for discussing concepts; 2) additional student activities such as role playing, writing, discussing, mapping, and researching; and 3) listings of additional source materials including books, films, artifacts and realia, and case study readings. Some components present suggested topics to examine and analyze. An appendix presents reprints of three magazine articles and some sample advertisements. (CK)

SP

ED 170 240 SP 012 879

James, Margaret A.

North County Program.

Pub Date-76
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Field Experience Programs, *Graduate Study, Individualized Instruction, *Performance Based Teacher Education, *Teacher Education, Urban Education

A post-baccalaureate, single-subject program for future secondary school teachers is described. This program contains the following features: (1) it is operated by a team composed of a teacher education department leader, faculty from other departments, master teachers, administrators, community persons, and candidates for the teaching profession; (2) candidates are offered experience in cross-cultural teaching in inner-city/suburban secondary schools; (3) the program is competency-based each candidate is on an individual contract and meets the competencies through the use of modules; (4) all members of the team share in planning, counseling, supervising, and evaluating the candidate's fulfillment of the contract, the performance of other team members, and the total program; and (5) all activities are held at the school site or field center, encouraging participation on the part of master teachers and community persons. (JD)

Pietila, Asta, Ed.

Basic Objectives: Their Investigation and Dissemination Through Teacher Education. Information Bulletin, No. 2.

Finnish National Board of Education, Helsinki. Research and Development Bureau.

Pub Date-78

Note-37p.

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, *Core Courses, *Curriculum Development, *Curriculum Guides, *Curriculum Planning, *Educational Objectives, Educational Research, Elementary Secondary Education, Foreign Countries, School Planning, *Teacher Education

Identifiers-*Finland

The project on which this report focuses is basically a research and development enterprise set up to investigate the possibilities of constructing and introducing core syllabuses and to study problems that emerge in such an undertaking. The project is largely an attempt to test the feasibility and practicability of an approach to curriculum and to see what core syllabuses might look like. The description covers the following topics: the structure of the comprehensive school curriculum; curriculum development trends; and research and development work on basic objectives. An analysis and summary of the present situation are also included. (DS)

ED 170 242 SP 013 691

Wilborn, Bobbie Gentile, Lance M.

The Pupil Appraisal Center.

North Texas State Univ., Denton. Coll. of Education.

Pub Date-Nov 78

Note-64p.; Parts may not reproduce clearly due to print quality

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Child Development, *Clinical Diagnosis, *Identification, Informal Assessment, *Parent Teacher Cooperation, *Problem Children, Remedial Instruction, Student Behavior, *Student Evaluation

The primary purpose of the Pupil Appraisal Center (PAC) is to promote teacher education by providing teachers and students direct experience in resolving behavioral disorders and learning problems. PAC provides specialized teacher training in counseling, reading, hearing, speech, and language development and provides service to area schools for the identification and correction of severe learning problems. Considerable emphasis is placed on parent, teacher, and school cooperation on behalf of the individual child. This report outlines the origin, development, and procedures of PAC. A description of methods of training participants is provided and also a discussion on services offered to the school population. Appended are questionnaires used in the program and a report on services rendered as well as an evaluation of the program. (JD)

NIE Curriculum Development Issues. Guides for Public Discussion.

National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date- 76

Note-55p.; Paper prepared for the NIE Curriculum Development Task Force; For related documents, see SP 014 095-115, SP 014 165-186, ED 124 530, ED 140 401, and ED 144 217; Not available in hard copy due to marginal legibility

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Development, Curriculum Evaluation, Curriculum Planning, Curriculum Research, *Educational Policy, *Federal Programs, Government Role, *Policy Formation, Program Development, *Public Opinion

Identifiers-*National Institute of Education

This packet of questionnaires and guides is designed to garner information about public opinion concerning policy for guiding the National Institute of Education's (NIE) curriculum activities. The following questions are focused on: (1) How should NIE define curriculum''? (2) Should NIE help develop new curricula? (3) Should NIE evaluate new curricula? (4) Should NIE help implement new curricula? (5) Who should plan curriculum activities with NIE? (6) How much curriculum leadership should NIE exert? (7) Who should perform curriculum activities for NIE? (8) Should NIE emphasize research, development, or implementation? (9) How should NIE divide its development efforts? and (10) What types of new curricula should NIE develop? A discussion guide is provided for each of these questions. (DS)

ED 170 244 SP 014 096

Brandwein, Paul F.

A Useful Tactic in Stimulating Curriculum Change.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-3 Nov 76

Note-10p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, Curriculum Planning, *Educational Policy, *Educational Theories, Federal Programs, Financial Support, *Government Role, Models, Policy Formation

Identifiers-*National Institute of Education

At present there is a lack of theory that would direct curriculum research, and the National Institute of Education (NIE) could profitably direct its efforts toward the development of curriculum and instructional theories. NIE's thrust into curriculum, in addition, would be most acceptable if it were to dexterously guide curriculum development, not by supporting the development of full curriculums, but supporting the fashioning of explanatory models that would stimulate scholars and teachers to develop the entire curriculum with the assistance of the public sector, e.g., foundations and publishers. (DS)

Schutz, Richard R.
Beyond Curriculum Development.
Spons Agency-Nationa[illegible]st. of Education (DHEW), Washington, D.C. Task Force on Curriculu[illegible]evelopment.
Pub Date-Nov 76
Note-19p.; Paper prepared for the Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Opinion Papers (120) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Curriculum Research, Educational History, *Educational Planning, *Educational Policy, *Educational Resources, *Educational Technology, Information Dissemination, Instructional Materials, Resource Allocations

The methodology of research and the technology of development in education have advanced beyond ``curriculum development,'' as activities associated with that rubric are popularly practiced. These advances provide the experiential basis for five actionable conclusions: (1) Programmatic development of integrated resources for use by students, teachers, and other instructional support personnel is the only replicable means known for reliably bridging research information and schooling effects; (2) State-of-the-art development technology for curriculum and for other facets of education has surpassed the boundaries of ``curriculum development''; (3) Well-developed educational products can add to the professional prestige of the school community and can enhance their communications with constituent publics; (4) Development policy for education cannot reasonably be considered apart from policy for research and dissemination. Effective policy will insure that these functions co-operate and co-illuminate as they proceed; (5) Time and scale are the key manipulable margins for managing resource allocations for development in education. (Author)

Postlethwait, S. N.

Comments, Concerns and Convictions About Curriculum.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-Oct 76
Note-14p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Curriculum Research, Federal Programs, *Financial Support, *Government Role, *Instructional Design, Instructional Improvement, Instructional Materials, Leadership Responsibility, *Needs Assessment, *Teacher Education
Identifiers-*National Institute of Education

A most crucial factor to be considered in any curriculum development effort is that the impact of the content, method, and materials of instruction can be almost completely nullified by teacher attitude and implementation procedures. Investment in instructional materials must be supported by a counterpart investment in teaching teachers how to use these materials. The National Institute of Education should support programs that emphasize curriculum development in areas of content, instructional methods, instructional materials, and teacher utilization of materials. (DS)

ED 170 247 SP 014 099

Cronin, Joseph M.
Curriculum Development: A State Perspective.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-29 Oct 76
Note-35p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Decentralization, Educational Finance, Educational Innovation, *Federal State Relationship, Needs Assessment, *Policy Formation, State Departments of Education, *State Federal Aid, State Standards

The point of view of a state superintendent of schools on the subject of federal and state cooperation in developing school curriculum is presented. The following major issues are discussed: (1) educational scholars working cooperatively with school practitioners produce practical and workable curriculum; (2) states have the primary responsibility for educational goalsetting, finance, supervision, and implementation; (3) federal stimulation of innovation generally and vocational education in particular works effectively when most of the funds are contracted by states according to carefully designed plans; (4) single option curricula or single models fail to provide the range of alternatives needed in different states and school districts; (5) labs and centers succeed only to the extent they work closely with states and local consumers; (6) the federal government should stimulate efforts to define education in other than school settings; (7) curriculum research should focus on difficult problems of learning and teaching of other than normal clientele, e.g., handicapped, low-income, and ethnic groups; (8) many different agencies should compete for the right to develop new curricula; and (9) federal government should not develop or determine curriculum but should contract the development and evaluation to others, leaving most implementation work to states, regional networks, and local schools. (JD)

English, Raymond

Curriculum Development by a Not-For-Profit Organization. The Experience of the Educational Research Council of America in Social Science Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-26 Oct 76
Note-11p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, *Curriculum Research, *Educational Change, *Educational Policy, *Government Role, Information Dissemination, Instructional Materials, Private Agencies

Some conclusions about curriculum development arising out of an experience in developing a social science program are summarized. The following topics are briefly presented: (1) what works best in the classroom and what is the most efficient way of attaining educational goals; (2) the necessary involvement of scholar consultants in social science disciplines, experts in pedagogy, practicing teachers and administrators, and representatives of ethnic and religious groups, experts in testing and evaluation, and professional writers; (3) field-testing materials; (4) the aims of field-testing; (5) information dissemination; (6) feedback and revision; (7) sequencing of educational materials; (8) teacher attitudes and student involvement; (9) cognitive and affective learning; and (10) long-term research and development essentials. A consideration of obstacles to reform of curriculum is presented. A short discussion of the role of the federal government in curriculum development is appended. (JD)

ED 170 249 SP 014 101

Fish, Lawrence D.

Curriculum Development Policy Issues.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-Oct 76
Note-11p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Curriculum Planning, Curriculum Research, *Educational Policy, *Federal Programs, *Government Role, Information Dissemination, *Needs Assessment, *Resource Allocations
Identifiers-*National Institute of Education

Based on ten years of experience in curriculum research and development, the Northwest Regional Educational Laboratory supports the following principles concerning policy issues in curriculum development: (1) state and local policy makers and practitioners should make decisions about needed curriculum development, and the same persons should make decisions about intended outcomes and specifications of curriculum content; (2) the best use of the National Institute of Education's limited resources would be to focus development efforts on special target populations, such as minorities, on emerging societal trends, such as metric education, and on alternative delivery systems, such as experience-based learning; and (3) research development, dissemination, and implementation are all critical interrelated elements in any problem resolution strategy. (DS)

ED 170 250 SP 014 102

Hawkins, David

Curriculum Research A Policy Proposal.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date- 74

Note-12p.; For related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, *Curriculum Research, *Educational Policy, *Instructional Design, Instructional Materials, *Needs Assessment, *Teacher Role, Teaching Methods

In the wake of the failure of many curriculum development projects in recent years it is important not to reject continued support for curriculum development; rather, deeper probing into the presuppositions and practical orientations that have until now dominated such development is needed. Curriculum design in which scope, content, and sequence are predetermined often limits the independent opportunities of teachers. A new kind of scrutiny of generic curricula is needed. Teachers will be most benefited not by highly specific and detailed curricula, but rather by being given help in developing wider repertoires, alternative ways of adapting the generic curriculum to the individual profiles of children's strengths and motivation. Curriculum research should set a task in which teachers and subject matter specialists collaborate as equals to remap the elementary domains of subject matter in such a way as to make them maximally accessible. (DS)

ED 170 251 SP 014 103

Barr, Donald

Educational Polity and Curriculum Design.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-30 Oct 76

Note-48p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Development, *Curriculum Planning, *Curriculum Research, *Educational Policy, Federal Aid, *Federal Programs, Government Role, *Government School Relationship, Instructional *Materials, *Program Development

Any system for the sponsorship, support, or design of educational projects (such as curriculum projects) has intrinsic biases as to style and content. To test the thesis that these biases are virtually inevitable and precede considered policy, two simplified models of systems support can be used: the ``Culture Ministry'' approach and the ``In Situ'' approach. In the ``Culture Ministry'' approach, which can be described in the actual (though as yet unofficial) emergence of a congeries of governmental agencies, major foundations, and large publishers, curricular and other projects are designed without regard for the cultural realities upon which the schemes are to be imposed. The ``In Situ'' approach, by contrast, shifts the loci of planning and decision to actual schools in actual communities and sets up collaborative schemes between teachers and subject-matter specialists. In the light of these two approaches, the National Institute of Education should provide for: total separation of initiation and funding of projects; limits on grant size; avoidance of incursions into the private sector; and scrupulous avoidance of any attempt to promote acceptance of new curricula by schools. (Author/DS)

ED 170 252 SP 014 104

Green, Thomas F.

Funding for Curriculum Development: An Analysis of Some Policy Problems.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-Nov 76

Note-26p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Decision Making, *Educational Finance, Educational Research, Financial Policy, *Government Role, *Needs Assessment, *Policy Formation, Trend Analysis

Identifiers-National Institute of Education

The problem addressed in this paper is how to design a policy or set of policies suitable to guide the National Institute of Education (NIE) in allocating funds for projects on curriculum research and development. Principles are set forth for ranking curricular needs in the allocational agenda. Three circumstances are described that would call for NIE action. These are the existence of a breakthrough in knowledge, the existence of gaps either in what is being taught or learned by the public at large and the existence of some strong national interest. Five activities in which NIE should invest are identified: (1) research; (2) development; (3) publication; (4) implementation; and (5) evaluation. (JD)

ED 170 253 SP 014 105

Hunter, Madeline

Future Directions for the National Institute of Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-Nov 76
Note-13p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Curriculum Development, Educational Television, Generalization, Government Role, *Intellectual Development, *Learning Processes, Learning Theories, *Research Utilization, *Teacher Education, *Teaching Skills, Thought Processes
Identifiers-National Institute of Education

Current teacher education is criticized, and suggestions are made for improvement. It is pointed out that an essential factor is missing from teacher education curriculum. This factor is the systematic translation of what is now known about human learning into teacher and learner behavior in the classroom. While the results of abundant research in the field of the learning process are available, they are not being put into practice by teacher educators. A learning how to learn curriculum is outlined as a basic teacher education course. The potential for using available educational television tools is discussed as a means of developing truly professional teachers. (JD)

ED 170 254 SP 014 106

Senesh, Lawrence

The Hopes and Frustrations of an Innovator Developing a Social Science Education System.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-Nov 76
Note-20p.; Paper prepared for the NIE Curriculum Development Task Force; not available in hard copy due to marginal legibility of original document; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, Educational Innovation, Elementary Education, *School Community Relationship, Social Change, *Social Sciences, Social Studies, Social Values, *Student Centered Curriculum, Teacher Attitudes, *Teacher Education

The lack of a sound curriculum in the social sciences in the public schools is deplored in this position paper. This lack is attributed to poor teacher training in the subject, defective communication between the school and community, and with government grant-giving agencies. It is stated that communities are fearful of introducing relevant social studies because of their controversial character. Three approaches to remedy these problems are proposed based on a social science program for grades 1-6: the fundamental ideas of social sciences can be related to youth's experiences on different grade levels; development of teacher training programs to improve social competence and understanding of social science disciplines is essential; community awareness can be developed through the use of community profiles that will identify the values and standards that comprise the students' background and possible future life styles. Recommendations are made on priorities to be considered in developing a sound curriculum following these approaches. (JD)

ED 170 255 SP 014 107

Grobman, Arnold B.

A Lesson from BSCS Experience.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-26 Oct 76

Note-12p.; Paper prepared for NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Biological Sciences, Classroom Materials, *Cooperative Planning, Course Content, *Curriculum Development, Government Role, Instructional Materials, *Private Agencies, Secondary Education, *Textbook Preparation, *Textbooks

A method of developing and improving curriculum exemplified by the Biological Sciences Curriculum Study (BSCS) is described. BSCS is a self-governing, independent, nonprofit organization of biologists and teachers devoted to the improvement of biological education. This group is involved in an ongoing, continuous project with rotating personnel. Its purpose is to develop curriculum and produce textbooks that are under constant study and revision. While the initial work of the group is given federal funds, the textbooks are placed in the commercial marketplace and sold through traditional channels to secondary schools. (JD)

ED 170 256 SP 014 108

Hocking, Elton

My School of Experience: Lessons Learned.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-10 Nov 76

Note-17p.; Paper prepared for the NIE Curriculum Development Task Force; not available in hard copy due to marginal legibility of original document; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, *Curriculum Development, *Educational Finance, Elementary School Curriculum, *Fles Programs, Minority Groups, Multicultural Education, *Program Evaluation, Spanish Speaking, *State Federal Aid

Identifiers-National Institute of Education

Programs for the teaching of foreign language to groups both in and out of the schools are examined for reasons why they were not successful. Emphasis is placed on faulty planning and insufficient funding. A proposal is made that the National Institute of Education undertake an investigation of present centers of bilingual and bicultural education for Latin-American children and their parents. It is suggested that following such an investigation, a few exemplary programs should be developed with the intention of establishing a long-range policy in language instruction and, in addition, providing long-range funds for these programs. (JD)

ED 170 257 SP 014 109

Brandt, Ronald S.

Position Paper on Federal Curriculum Development.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-Oct 76

Note-13p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperative Programs, *Curriculum Development, *Curriculum Research, *Educational Objectives, *Educational Policy, Evaluation Criteria, *Federal Programs, *Government Role, Information Dissemination, Instructional Materials, Research and Development Centers

Identifiers-National Institute of Education

The following recommendations on curriculum development are presented: (1) Federally sponsored research and development in education has had a beneficial effect on American schools, and promises to be even more effective if responsible, long-term policies can be established and followed; (2) Freedom of choice and cultural diversity can be safeguarded by providing high-quality alternatives within and among schools, rather than by curtailing curriculum development sponsored by the federal government; (3) The National Institute of Education should prepare a model set of goals for elementary and secondary education that clarify what students should know and be able to do; (4) Curriculum should be developed through partnership arrangements between school districts and development agencies (such as laboratories and centers); (5) Curriculum produced by regional laboratories and other development centers should be field tested and evaluated by a separate, independent agency; (6) Information about all curriculum materials developed with federal support (and other materials which meet stringent criteria) should be disseminated through a single information service that is readily and continuously accessible by school districts; (7) Curriculum developers should provide implementation scales'' that can be used to assess the adequacy of local implementation. (Author/DS)

ED 170 258 SP 014 110

Zacharias, Jerrold R.

Quality, the Endless Frontier. A Role for the Federal Government in Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-Nov 76

Note-48p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Educational Change, Educational Improvement, *Federal Programs, *Financial Needs, *Government Role, Instructional Materials, *Instructional Media, *Publishing Industry

Identifiers-National Science Foundation

This paper lists a series of topics that should be considered by the federal government in formulating its role in the provision of quality alternatives to the educational materials now available. The outline focuses on the following: (1) the topics that need attention; (2) pedagogic media and styles; (3) to whom education is directed; (4) basic assumptions about people who might be involved in reform itself; (5) research methodology; (6) the numbers associated with education, including finances, enrollment, and rates of change; (7) aspects of funding, management, administration, distribution, and the institutions that can play the most important roles. Appendixes provide a number of letters written concerning the above topics and the actions of the National Science Foundation. (DS)

ED 170 259 SP 014 111

Resnick, Lauren B.

Reflections on Curriculum Policy.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-Nov 76

Note-23p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, *Educational Finance, Educational Research, *Government Role, Information Dissemination, Instructional Materials, *Needs Assessment, *Policy Formation, Program Development, Textbooks

The role of government in curriculum development and how priorities among various types of curriculum and related efforts should be set is discussed. It is argued that federal involvement in curriculum is necessary as a part of general commitment to educational reform and renewal. It is suggested that other major forces in curriculum development, such as the publishing industry are conservative rather than reform-oriented. It is further argued that curriculum development plays a critical linking role between theoretically oriented research and educational practice. A general framework is presented in which curriculum needs, as assessed by various constituencies, together with the current state of theory and practice in a given domain determine what kinds of curriculum development and related activities should be given priority in funding. Applications of this framework to curriculum priority setting are discussed using basic skills development as the exemplary domain. (Author/JD)

Mayer, John

Some Thoughts About Curriculum Development.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-28 Oct 76
Note-19p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, *Curriculum Research, Elementary Secondary Education, *Federal Programs, *Financial Support, Government Role, Mathematics Curriculum, Science Curriculum
Identifiers-National Institute of Education

Based on experiences gained through involvement with three curriculum development projects, one relating to an elementary science curriculum and the other two relating to junior high school mathematics, the following recommendations are presented: (1) financial support from an outside agency, public or private, makes boldness more probable in curriculum development; (2) curriculum development is an important kind of educational research highly appropriate for the National Institute of Education (NIE) to support; (3) curriculum development of the future should have several types of sources of support and of sponsoring agencies; (4) first priority should be given to teams of scholars and teachers and to interdisciplinary projects; and (5) NIE should support research, development, and implementation in a 50-30-20 ratio, respectively. (Author/DS)

ED 170 281 SP 014 113

Squire, James R.

Ten Ways to Improve NIE Development Efforts.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-29 Oct 76
Note-15p.; A paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Design, *Curriculum Development, Educational Improvement, Government Role, *Instructional Design, *Instructional Materials, *Material Development, *National Programs, *Needs Assessment, Program Evaluation
Identifiers-*National Institute of Education

The National Institute of Education (NIE) should consider the following observations when implementing curriculum development projects: (1) NIE should support curriculum development in the areas of national need, but more effort should be directed to improving existing instructional materials; (2) NIE-supported materials have not been widely accepted because projects have lacked broad national visibility and continued support through dissemination; (3) ways must be found to make early involvement of publishers economically feasible; (4) curriculum development should be centralized but planned to allow for local adaptation; (5) NIE should undertake extensive market research before launching new projects; (6) continuity in selection, monitoring, and evaluation of development efforts is desirable; (7) evaluation should be broadly based and related to the purposes of each project; and (8) continued support for research is essential. (DS)

Carroll, John B.

Thoughts on the Role of the National Institute of Education in Curriculum Development.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.
Pub Date-Oct 76
Note-15p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Role, *Curriculum Development, *Curriculum Research, Definitions, *Federal Government, *Federal Programs, Financial Support, *Government Role, Information Dissemination
Identifiers-*National Institute of Education

Federal involvement in curriculum development has often been attended by failure to relate a specific curriculum to the total curriculum. The National Institute of Education (NIE) can have an important role in acting as a catalyst, coordinator, and financial supporter of curriculum development efforts, mainly by encouraging the establishment of mechanisms whereby curriculum development is responsive to the various constituencies having interest and concern. NIE can also sponsor and/or perform research needed to make decisions about curricular needs and innovations and disseminate information about both old and new curricula. In performing or sponsoring actual curriculum development, NIE should have a policy that is adaptive to the special circumstances surrounding any particular proposed endeavor. When needs have been properly ascertained, NIE should actively support developments in the "thin market" areas and proceed cautiously in the mass market areas. Diversity is generally to be preferred over uniformity to ensure that school people continue to have many options available. (Author/DS)

ED 170 263 SP 014 115

Schwab, Joseph J.

What "Drives" the Schools?

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Task Force on Curriculum Development.

Pub Date-3 Nov 76

Note-13p.; Paper prepared for the NIE Curriculum Development Task Force; For related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, Cultural Factors, *Curriculum Development, *Educational Sociology, *Foundations of Education, Government School Relationship, Parent Influence, *Public Schools, School Community Relationship, *School Role, Social Values

The main factors that determine what will be taught in the public schools are discussed. The impact upon school curriculum by the following six major forces are examined: (1) the policy and economy of the government and the community; (2) the values and attitudes of the family and the community; (3) the perceived wants and needs of pupils and parents; (4) imput by conventionally recognized sources of advisement; (5) educational research and scholarship; and (6) the professional interest of teachers and administrators. (JD)

ED 170 264 SP 014 130

Hamel, Albert

Toward a Philosophy of Service and Leisure.

Pub Date-78

Note-18p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Objectives, *Cultural Factors, Cultural Traits, *Futures (of Society), Leisure Time, *Life Style, Popular Culture, *Social Change, *Social Characteristics, Values

The philosophical and social attitudes of human beings from early man to the present are outlined, and projections for the future are suggested. Human life styles are divided into five broad categories nomadic, agrarian, industrial, service, and leisure. Service'' represents the present way of life while leisure'' is the term used for the future. Under these cultural categories, predominate attitudes and behaviors are examined. Biological, social, and material aspects are first considered. Following this the beliefs and philosophies, emotional reactions, and styles of educating the young are examined. (JD)

ED 170 265 SP 014 133

Hite, Herbert

Teacher Designed Inservice Education: Discussion Guide.

Pub Date-28 Feb 79

Note-7p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Programs, Delivery Systems, *Field Experience Programs, Governance, *Inservice Programs, *Inservice Teacher Education, *Program Design, *School Improvement, *Teacher Participation

This guide provides an outline of topics to be considered in designing a collaborative inservice teacher education (ISTE) program. The main headings are as follows: (1) the significance of collaboration as a process for ISTE; (2) how collaboration works; (3) designs for focus on teacher development or school improvement; (4) collaborative problem-solving; (5) how the university delivers services; (6) orienting faculty to collaborative ISTE; (7) integrating ISTE with other training programs; and (8) cost-benefit analyses. A chart for an ISTE delivery system is also included. (DS)

ED 170 266 SP 014 184

Young, Wanda Ena
College Decisions Made By the Delphi Method.

Pub Date-78
Note-25p.
Pub Type- Information Analysis (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Critical Thinking, *Decision Making, *Educational Objectives, *Evaluation Criteria, *Evaluation Methods, *Higher Education, Self Evaluation, Standards
Identifiers-*Delphi Method

This study reviews literature in which decisions were made using the Delphi method according to a decision model of Deising. This method is used to determine priorities in decision making. Examples are given of areas of study in which the evaluation criteria were social, technical, economic, legal, and political. (JD)

ED 170 267 SP 014 185

Gardner, Marjorie H.

A Brief History of Federal Involvement in Curriculum Development.

Spons Agency-National Inst. of Education, Washington, D.C. Task Force on Curriculum Development.
Pub Date-Mar 77
Note-161p.; Paper prepared for the NIE Curriculum Development Task Force; for related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217; not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, Curriculum Planning, Curriculum Research, *Educational History, Educational Trends, *Elementary Secondary Education, Federal Programs, Financial Support, *Government Role, Information Dissemination, *Institutional Role, Instructional Innovation, *National Programs
Identifiers-National Institute of Education, National Science Foundation, Office of Education

Beginning with the decade of the 50's, continuing through the 60's and midway into the 70's, the National Science Foundation, the U.S. Office of Education, and, most recently, the National Institute of Education have become involved in curriculum development on a national basis. The climate of the 1950's and early 60's witnessed the upgrading and updating of the science and mathematics curriculum as well as projects in the social sciences, English, and modern languages, much of which was funded by government agencies. It was the heyday of curriculum development. By the mid-60's, the Great Society Programs had begun, and the focus had shifted from academics and manpower goals to those that served the social needs and soothed the social conscience of the nation. As the decade of the 70's opened, funding for curriculum development declined dramatically as a concerned citizenry and a sensitive Congress began to raise questions and to call for assessment efforts. As the history of curriculum development is traced it becomes evident that influence has been exerted over time by a diverse set of individuals, groups, and interests. The most important identifiable missing pieces from past efforts, however, are carefully designed strategies of curriculum dissemination and implementation, and professional education programs planned specifically to prepare teachers to cope with, make use of, and engage in curriculum innovation. (Author/DS)

ED 170 268 SP 014 186

Wirt, John Quick, Suzanne

National Curriculum Projects and Development in Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
Pub Date- 77
Grant-NIE-G-74-0069
Note-349p.; For related documents, see SP 014 095-115, SP 014 185-186, ED 124 530, ED 140 401, and ED 144 217 ; Best copy available
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Curriculum Development, Educational Improvement, *Educational Policy, Federal Programs, Financial Support, *Government Role, *Institutional Role, Instructional Innovation, Instructional Materials, *National Programs, *Policy Formation, Publishing Industry
Identifiers-*National Science Foundation

The stated purposes of this report are to assess the need for federally supported curriculum development in education and, if there is a need, appropriate policies for conducting development and supporting implementation. The assessment is based on the national curriculum development projects that have been sponsored since 1956 by the National Science Foundation (NSF). The report specifically presents: (1) a description of the curriculum innovations in a selected number of NSF national curriculum projects and a summary of the existing evidence regarding the classroom effectiveness of the curricula produced; (2) an assessment of the influence of the new curricula on programs produced by commercial publishers; (3) an assessment of the institutional factors favoring maintenance of the existing school curriculum; and (4) an assessment of the effects of national curriculum development on institutions in the curriculum policymaking system. Appendices and references are included. (DS)

Designing Inservice Programs: Assessing Needs and Determining Goals.

Florida State Univ., Tallahassee.

Pub Date-79

Note-84p.; Papers presented at the annual meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 1979)

Available from-Teacher Education Project, 403 Education Building, Florida State University, Tallahassee, Florida 32306 ($4.00, 10 percent discount for 10 or more)

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Clinics, *Educational Objectives, Field Experience Programs, *Inservice Programs, *Inservice Teacher Education, Models, *Needs Assessment, Policy Formation, *Program Design, *Program Planning

This collection of papers illustrates processes for assessing needs and determining goals in inservice programs and includes the following titles: Inservice Needs Assessment; Field Based Clinical Inservice Education; Inservice Education Clinic Translating Needs into Goals and Objectives; Multiple Source Assessment Model A Process for Prioritizing Goals and Assessing Needs; Assessing Teachers' Concerns as a Basis for Designing Inservice Inservice Clinics; Descriptive Outline of Process for Prioritizing Goals and Assessing Needs; Western Michigan University Approach to Inservice Needs Assessment; Needs Assessment and Goal Priority Determination Two Models Used at the University of South Florida; Providing a Planning and Problem Identification Tool for Linkers and Practitioners the Illinois Problems Index; Inservice Education Clinic Process for Assessing Needs; The Goodrich Model; Program Development in a Need-Based Atmosphere Beyond Diagnosis to Implementation; and Inservice Education for Teachers Identify Needs and Prioritizing Goals Through Collaboration. (DS)

ED 170 270 SP 014 191

Gerson, Richard F.

Expectancy Differences Between Males and Females in the Performance of Preselected and Constrained Movements.

Pub Date- 78
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage
Descriptors-Achievement Rating, *Comparative Analysis, Expectation, *Females, *Males, Performance Factors, *Physical Fitness, Psychomotor Skills, Sex (Characteristics), Sex Stereotypes, Statistical Studies, *Task Performance

Performance differences and differences in expectancies of success between men and women were examined relative to the replication of preselected and constrained movements. No performance differences were found between the sexes, but preselected movements were reproduced more accurately than constrained movements. Persons who made preselected movements also expected to replicate those movements better than their constrained counterparts while males evidenced higher expectancies than females with respect to the replication movement. However, no differences were found in ratings of future expectancies after the subjects were informed that the reproduction accuracy of the initial performances was similar. The results were discussed in terms of a cognitive interpretation of the preselection effect, and the cultural stereotype of women in achievement settings, as well as how the acknowledgement of a good female performance can lead women to elevate their future expectancies of success. (Author)

ED 170 271 SP 014 195

Lubin, Ellen

Motor Creativity of Preschool Deaf Children.

Pub Date-Mar 79

Note-15p.; Paper presented to the Annual Meeting of the American Alliance for Health, Physical Education and Recreation (New Orleans, Louisiana, March 17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Creativity Research, *Deaf Children, *Motor Development, Movement Education, *Perceptual Motor Learning, *Preschool Education, Psychomotor Skills

Identifiers-*London Trestle Tree Apparatus

This investigation seeks to provide information on the motor creativity of preschool deaf children. A play apparatus known as the London Trestle Tree Apparatus was used. Data were collected on motor creativity using the Torrance Test of Thinking Creatively in Action and Movement. The Lubin Motor Creativity Testing Protocol was used to test motor fluency and originality. Findings indicated that children exposed to twenty days of guided movement exploration on the London Trestle Tree improved significantly over a control group in motor creativity as measured by the Torrance Test. Motor creativity as measured by the Lubin Motor Creativity Testing Protocol showed no significant increase over the control group. The implications for teaching methodology to be used with preschool deaf children are discussed, and the different results obtained from the two testing methods used are analyzed. (JD)

ED 170 272 SP 014 201

Copeland, Willis D.

Supervisory Approach and Gender Related Preferences of Teachers-in-Training.

Pub Date-Apr 79

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Supervisors, Cooperating Teachers, Interpersonal Relationship, *Sex Differences, Sex Role, *Student Teachers, *Supervisory Methods, *Teacher Attitudes, *Teacher Supervision

Fifty-four male and female student teachers' preferences for direct or nondirect supervision and male or female supervisors were sampled by recording their reactions to one of four randomly assigned supervisory conferences, which differed in relation to the direct or nondirect behavior of the supervisor and to the supervisor's sex. A significant interaction effect was found between supervisory approach and subject gender, suggesting the preference for the directive approach may be qualified by the student teacher's sex. Evidence was also found that student teachers tend to prefer supervisors of the opposite sex. A preference for the directive approach to supervision appears to exist among all student teachers. (JD)

ED 170 273 SP 014 212

Weber, Wilford A. And Others

A Mini-Instructional System for Increasing Teacher Classroom Management Competence.

Pub Date-Feb 79
Note-17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, Florida, February 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Class Management, *Classroom Techniques, *Effective Teaching, Hypothesis Testing, *Instructional Systems, Statistical Studies, Student Behavior, Teacher Attitudes, *Teacher Behavior, *Teacher Education, Teaching Skills

The findings from two studies (Pre-Post and Matched-Pairs) suggest that the mini-instructional system that was designed to provide teachers with training in the analytic-pluralistic approach to classroom management did have a very positive impact on those teachers who received this training. The mini-instructional system is one in which classroom management is viewed as a four-stage process in which the teacher: (1) specifies the desirable classroom conditions; (2) identifies discrepancies between the existing behaviors and those deemed desirable; (3) utilizes those specific managerial behaviors that will most effectively narrow the gap; and (4) evaluates his or her managerial effectiveness. Specifically, findings suggest that the training is effective in fostering those teacher attitudes and teacher managerial behaviors thought to be related to desirable student outcomes. (DS)

Yarger, Sam J.
Some Uncomfortable Assertions about Collaboration.
Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Programs, Educational Policy, Federal Programs, *Formative Evaluation, *Governance, Governing Boards, *Inservice Teacher Education, Program Design, Program Improvement, *Teacher Centers

The concept of collaboration, which underlies the design and structure of the Teacher Center Policy Board, has been widely accepted as an effective mechanism, but this acceptance is to a large degree without sound basis. A number of assertions can be supported about the ineffectiveness of collaboration: (1) collaboration in teacher education is becoming an end unto itself and is not a means for improving programs; (2) collaborative structures in teacher education tend to disrupt existing governance mechanisms, thus either impeding or isolating program development; (3) collaboration is often not related to quality or improvement in program development; (4) collaboration operates against competent program developers functioning freely and exhibiting sensitively to their clients; and (5) unless collaborative governance structures operate as support systems for competent program developers, the process will lower rather than raise the quality of programs. (DS)

Myton, David V.

Profile of Teacher Education in Oregon: 1967-77.

Pub Date-79
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Changing Attitudes, Cooperating Teachers, Curriculum Development, Educational Legislation, Educational Resources, Enrollment Trends, Governance, *Program Development, *Program Evaluation, *Teacher Education, Trend Analysis
Identifiers-*Oregon

The first three years of a decade of teacher education programs in Oregon are compared to the last three years, revealing distinct differences between characteristics in the eras 1967-69 and 1975-77. The following characteristics were chosen for analysis: (1) legislative climate; (2) student enrollments; (3) cooperating public school personnel; (4) resources available for teacher education; (5) curricular concerns; (6) procedures for evaluating teacher education; and (7) professionalization and governance of teacher education. (JD)

Mintz, Susan Levy

Teacher Planning: A Simulation Study.

Pub Date-Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, Class Management, Course Content, *Curriculum Planning, *Decision Making, Educational Objectives, Educational Strategies, Elementary School Teachers, *Lesson Plans, Simulation, *Teacher Behavior, *Thought Processes

The purpose of this study was to describe the preactive decisions made by a group of elementary teachers as they plan reading instruction for ten unfamiliar children as though it were the beginning of a new school year. Participants in this simulation were provided with a complete profile on each child's school and family background. Resulting data indicated that teachers seek out such background information before making planning decisions. A majority of the teachers planned lessons that stressed particular reading skills. Teachers relied on the basal teacher's manual when planning, though a variety of materials were consulted during the preactive process. Activities, along with content, were usually specifically stated in the written plans. Teachers tended to manage the complexity of providing reading instruction to a variety of ability levels through the use of reading groups. On the average, teachers spent 6.5 hours per week on their planning, with more time spent on planning for primary grades than on intermediate. Reading and language arts received the greatest emphasis in planning. The majority of the teachers planned alone. (JD)

ED 170 277 SP 014 225

Littlefield, John H. And Others
Improving Instructional Skills of Health Science Educators.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Best copy available
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Dentistry, Health Personnel, *Inservice Programs, *Instructional Improvement, Medical Education, *Program Development, Program Evaluation, *Teacher Attitudes, Teaching Skills

The development and implementation of a course to improve instructional skills of dental faculty members is described. Faculty involved in the pilot test of the course were interviewed one year later in regard to the impact of the course upon their teaching practices and educational philosophy. Responses were analyzed in relation to the Concerns Based Adoption Model (CBAM). Participants were found to be at a relatively high "stage of concern" on the CBAM scale, but actual utilization of techniques presented in the inservice course was relatively low. Recommendations for revising the course are suggested. (Authors/JD)

ED 170 278 SP 014 226

Cooper, James M.

Microteaching: Forerunner to Competency Based Teacher Education.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Analysis, Educational Accountability, *Educational History, Educational Objectives, *Microteaching, *Performance Based Teacher Education, Performance Criteria, Teacher Education, *Teacher Programs, *Teaching Skills

Although a review of the literature on competency-based teacher education (CBTE) reveals little or no reference to microteaching's contribution, microteaching was a precursor of CBTE and had a direct influence in its acceptance and development. A review of CBTE's essential characteristics and a comparison with microteaching shows that microteaching and the technical skills approach: (1) attempted to break down the global teaching act into more precisely defined, observable, and trainable skills, thus serving as a beach-head for the rapid spread of CBTE; (2)broke important new ground in the area of accountability; (3) pioneered the use of criterion-referenced evaluation, which is common in CBTE; (4) emphasized learning objectives and competencies, and performance rather than knowledge; and (5) predated CBTE in the use of systems approach. (DS)

ED 170 279 SP 014 231

Miskel, Cecil And Others

Expectancy Work Motivation, Central Life Interests, Voluntarism, Organizational Situation, Job Satisfaction, and Perceived Teaching Performance.

Pub Date-Apr 79
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Individual Characteristics, *Job Satisfaction, Longitudinal Studies, *Performance Factors, Personal Interests, Self Actualization, *Teacher Attitudes, *Teacher Motivation, Work Attitudes, *Work Life Expectancy

This study tested the hypotheses that expectancy work motivation, individual attitudes toward work, and structural and environmental components are predictions of teacher job satisfaction and effectiveness. Samples were selected from junior high school and higher education faculties. Subjects responded to open-ended questionnaires, and results were analyzed. Job satisfaction for both groups was predicated by expectancy motivation, voluntarism, central life interests, and similar job assignment variables. Expectancy motivation and complexity factors were predictors of perceived job performance. Findings suggest that expectancy motivation potentially is an important model for understanding the individual educator. (Authors/JD)

Colbert, C. Dianne

Classroom Teacher Behavior and Instructional Organization Patterns.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Class Organization, *Classroom Environment, Classroom Research, *Classroom Techniques, *Coping, Planning, Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Styles, Time Factors (Learning)

The instructional organization patterns used by experienced teachers in coping with classroom environmental demands is described. Observations of teachers in natural settings were conducted using both a self-designed observation schedule and brief narratives to capture the nature of the classroom climate. Results suggest that teachers use organization patterns as strategies for coping with multiple events as well as for structuring content into manageable learning units for students. The organization patterns are discussed in terms of their implications for teacher education. (Author/JD)

ED 170 281 SP 014 234

Brophy, Jere E.
Advances in Teacher Effectiveness Research.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-76-0073
Note-24p.
Available from-Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Mighigan 48824 ($2.00)
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Management, Educational Change, *Educational Research, Educational Trends, *Effective Teaching, Grouping (Instructional Purposes), *Learning Processes, Student Teacher Relationship, *Teacher Behavior, *Teaching Methods

Research linking teaching behavior to student learning is reviewed in this study. Precis of findings of research over a period of 25 years are presented with an analysis of trends of both research methodology and teaching methods. (JD)

ED 170 282 SP 014 235

Segrave, Jeffrey O.

Athletic Delinquency: A Preliminary Approach.

Pub Date-Mar 79
Note-18p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (94th, New Orleans, Louisiana, March 17, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletes, *Athletics, Behavior Theories, *Delinquent Behavior, Delinquents, Family Background, *School Involvement, Social Class, Social Factors, *Student Participation

The relationship between athletics and delinquency is investigated with emphasis on whether the relationship changes when differentiating between types of delinquent behavior. The overall findings indicate a negative relationship between athletic participation and juvenile delinquency. Data supports the deterrent hypothesis and indicates that athletes on the whole tend to be less delinquent than non-athletes. This study suggests that the association between athletics and delinquency is a function of the degree of athletic participation, the type of offense committed, and the social class background of the subjects tested. Data obtained in this research are appended in tabular form. (JD)

ED 170 283 SP 014 237

Culbertson, Jack

Some Key Epistemological Questions About A Theory of Practice.''

University Council for Educational Administration, Columbus, Ohio.

Pub Date-Apr 79

Note-8p.; Paper presented at a Symposium of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Administration, *Educational Planning, *Educational Policy, Educational Practice, *Educational Research, Ethics, *Organizational Theories, *Research Methodology

Identifiers-Epistemology

A number of conclusions can be drawn from an examination of epistemological questions relevant to the building of a theory of research practice in educational administration: (1) the realms addressed by the human sciences and by the natural sciences differ markedly in degree if not in kind; (2) the theory'' movement was guided epistemologically by an uncritical acceptance of natural science presuppositions; (3) epistemologies inherent in the natural sciences are incapable of guiding inquiry into the ought'' dimensions of practice; (4) we need more intensive study to determine the modes of inquiry and epistemological presuppositions that are most appropriate for guiding the long-range study of management and leadership practices in educational organizations; and (5) in seeking to build a theory of practice that encompasses both the real and the ideal, two strategies, a coexistence strategy and an integrative strategy, can be identified. (DS)

ED 170 284 SP 014 243

Williamson, John A. And Others

A Field Based Teacher Education Program: From Neophyte to Accomplished Professional.

Pub Date-79

Note-13p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Descriptions, Experiential Learning, *Field Experience Programs, *Preservice Education, *Sequential Programs, Student Teaching, *Teacher Education Curriculum, Teacher Programs, *Teaching Experience

Identifiers-North Texas State University

This paper describes the sequence of field experiences from the freshman level through graduate experiences in the teacher program at North Texas State University. Four specific areas of the program are outlined: (1) prestudent teaching experiences in early childhood, elementary, and secondary education; (2) undergraduate field experiences required for certification areas other than elementary and secondary; (3) student teaching; and (4) graduate field experiences. A brief overview of each of these areas is provided, as well as a list of course offerings and the field experiences required in each course. (DS)

Gourley, Robert N.

Learning to Manage a Minimum Competency Testing Program.

Pub Date-Mar 79
Note-10p.; Paper prepared for the Annual Meeting of the American Association for Colleges of Teacher Education (Chicago, Illinois, March 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Standards, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Management by Objectives, *Minimum Competency Testing, *Performance Based Education, *Program Administration, Program Design

This guide outlines a model for competency-based education (CBE) as well as procedures for administration of CBE programs. The model includes the following elements publicly determined and displayed student learning outcomes, curricular changes, life role related outcomes, integrated learning experiences, and individualized instruction. Assessment tasks for the CBE program include: (1) interpreting competency statements; (2) organizing instruction; (3) designing/selecting assessment instruments/techniques; (4) administering the instrument/technique; (5) grading/scoring the instruments; (6) recording/reporting the results; and (7) reprogramming the successful and unsuccessful students. (DS)

ED 170 286 SP 014 247

Drummond, Robert J.

Superintendents' View of Teacher Education Graduates of the University of Maine at Orono.

Pub Date- 77

Note-19p.; For related document, see ED 141 306

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Teachers, Evaluation Criteria, *Performance Criteria, *Preservice Education, Program Improvement, Questionnaires, *School Superintendents, Statistical Studies, *Teacher Evaluation, *Teacher Programs, Teaching Skills

Identifiers-University of Maine Orono

A questionnaire was sent to 100 superintendents to find out how they viewed the preparation of the recent graduates of the University of Maine at Orono hired for teaching positions within their districts. The superintendents were asked to rate the graduates and to list the competencies that were strong points as well as weak points in their performance. Suggestions for improving the preservice teacher education program were also sought. Results showed that the graduates were considered above average in their competency in subject matter, their attitude and interest in teaching, their rapport with students, and their personality characteristics. The lowest ratings were in the areas of classroom management, teaching methods, and pupil evaluation skills. Recommendations for improvement of the program centered around the following: basic skills instruction, experience with children, teaching methods and techniques, and professional orientation and awareness. Examples of the questions asked of supervisors are appended and tables are included. (DS)

ED 170 287 SP 014 249

Guidelines for Approved In-Service Credit.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Administration and Management Support Services.

Pub Date-78

Note-15p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Credits, *Governing Boards, *Guidelines, Inservice Courses, *Inservice Programs, *Inservice Teacher Education, Staff Improvement, State Departments of Education, *State Standards

The Pennsylvania state guidelines for approving and granting inservice credit to teachers in local inservice programs is outlined. Information is provided on (1) the authority by which the state approval process operates; (2) the establishment and operation of local inservice councils; (3) the organization and administration of inservice programs; and (4) the structure of proposed inservice courses. Examples of application forms and faculty data sheets are also included. (DS)

ED 170 288 SP 014 253

Baumann, Carol Edler

International Education: A Look Back and a Look Ahead.

Pub Date-Mar 79

Note-8p.; Paper presented before the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, March 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advisory Committees, Area Studies, *Educational Development, *Educational Needs, Federal Programs, Global Approach, *International Education, Knowledge Level, *World Problems

The need for international education is undeniable when we examine the interdependence of our economic and environmental systems and the declining knowledge base of Americans concerning international issues. The President's Commission on Foreign Language and International Studies was established to address this problem, and focused on the following: (1) international education at all levels K-12; (2) foreign language at all levels; (3) advanced training and research; (4) international exchanges; (5) needs of business and government; and (6) legislative action. The commission concluded in part that commitment to and support of international education as necessity must be made by Congress and by the public at large. (DS)

ED 170 289 SP 014 255

Seif, Elliott
Planning Schooling for Future Living.
Pub Date-Oct 78
Note-38p.; Paper presented at the World Future Society Education Conference (Houston, Texas, October 20-22, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizenship Responsibility, *Curriculum Development, Daily Living Skills, *Educational Objectives, *Educational Planning, *Futures (of Society), Global Approach, *Instructional Programs, Knowledge Level, Relevance (Education), Schools, Self Control, Social Attitudes, Social Change

A major goal of schools should be to develop self-directed people with knowledge, skills, and attitudes for fully functioning future living. More specifically, schools must seek to provide education in the areas of: (1) citizenship, everyday living, and personal growth; (2) skill development relating to problem solving, decision-making, research, interpersonal relations, communication, and personal reflection; and (3) attitudes concerning personal causation, science, self-acceptance and self-growth, and caring. Schools can and should begin to conceptualize their future living programs by establishing goal priorities and then deciding in what ways goals can be implemented at different grade levels and in different classrooms. (DS)

ED 170 290 SP 014 257

Elliott, Eddie M.

The Evaluation of Faculty and Non-Academic Administrators.

Note-7p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Evaluation, *Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Staff Improvement, *Supervisory Activities

Objectives and processes for evaluation of faculty and nonacademic administrators are presented. The objectives include: (1) increase the opportunities for open communication between supervisor and supervised; (2) provide written role expectations; (3) provide a means of assessing and evaluating the degree to which expectations are met; (4) provide opportunity for those evaluated to make objections; (5) provide a framework through which personnel achievement may be noted; and (6) develop a data base regarding personnel strengths and needs. Nine steps are outlined for the evaluation process based on the above objectives and specific administrative procedures. (DS)

ED 170 291 SP 014 259

Greene, Myrna Dravland, Vern

Relationships Between Success in an Education Program and Success in the Teaching Profession.

Spons Agency-Alberta Advisory Committee for Educational Studies, Edmonton.; Lethbridge Univ. (Alberta).
Pub Date-Apr 79
Note-55p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Beginning Teachers, *Effective Teaching, Evaluation Criteria, *Factor Analysis, Predictor Variables, *Program Evaluation, Schools of Education, Statistical Studies, *Success Factors, Teacher Education, Teacher Evaluation, *Teacher Programs

This study examined the teaching effectiveness of a random sample of the University of Lethbridge Bachelor of Education graduates and related various components of their success to the performance of those same individuals as students within the teacher education program. Results are discussed in four major sections: (1) a description of the sample; (2) factors influencing success as perceived by principals and by teachers; (3) analyses of the evaluations of success as assessed by the professor in student teaching, the teacher self evaluation, and the principal's evaluation; and (4) comparison of professors' assessments of future teaching success and principals' evaluations of teaching performance. Results showed what appeared to be a definite relationship between success in the program and success in teaching, but individual components of the program were not good predictors of success in teaching. References and examples of the questionnaires used in the study are included. (DS)

ED 170 292 SP 014 262

Dirksen, Joar

Teachers Prepare for Regular Class Placement of Handicapped Students. Briefly on...Regular Class Placement. No. 2.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-5p.
Pub Type- Opinion Papers (120) - Information Analysis (070) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Change, Federal Legislation, *Handicapped Students, *Individual Instruction, Inservice Programs, *Inservice Teacher Education, *Mainstreaming, Special Education, Teacher Attitudes
Identifiers-Education for All Handicapped Children Act

The complex human and legal issues surrounding regular class placement of handicapped students have created some disagreement and confusion among teachers and teacher educators. The confusion is bound up with the issues of teacher biases, stigmatization of the handicapped, and the ability of untrained teachers to work properly with handicapped children. Whatever the issues, the Education for All Handicapped Children Act is now law, and the immediate need is for inservice education for teachers who have no training in special education. In addition, colleges and universities must be prepared to restructure the curriculum of teacher education programs to include special education. (DS)

ED 170 293 SP 014 263

Butler, Michael J.

Discipline and the Educational Process: Coping in the Classroom. Briefly on... Classroom Discipline. No. 3.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-5p.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Management, *Classroom Techniques, *Communication Problems, *Discipline, Discipline Policy, *Discipline Problems, Group Behavior, *Student Behavior, *Teacher Response

This paper presents an overview of the literature concerning discipline in the classroom, focusing specifically on the root causes of discipline problems and the development of problem-specific responses. A bibliography and suggestions for further reading are also included. (DS)

ED 170 294 SP 014 267

McKenzie, Thomas L.

Accountability in the Gymnasium: A Behavior Analysis Approach.

Pub Date-79
Note-7p.; Paper presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention (New Orleans, Louisiana, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, *Educational Accountability, Mainstreaming, *Physical Education, *Program Design, Program Development, Program Evaluation, Socialization, Student Attitudes, *Student Behavior

Physical educators will soon be confronted with having to demonstrate measurable and recognizable results of their teaching, particularly in terms of student physical, recreational, and social skills; this

requires not only a focus on broad objectives, but a specific focus on short-term objectives that can be taught systematically. Behavioral objectives and analyses, for example, might address the following: social development and socialization in children, attitudes toward physical activity, and problems of the handicapped. For many physical education programs, accountability will require concentrating resources in a single area to demonstrate genuine valuable accomplishments. (DS)

ED 170 295 SP 014 268

Cross, Jack Westbronk, Douglas
Inservice Education: The State of the Scene.
Pub Date-Feb 79
Note-32p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Information Analysis (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Needs, Educational Policy, Educational Trends, Faculty Development, *Inservice Programs, *Inservice Teacher Education, *Program Design, *Program Effectiveness, Sociocultural Patterns, Statistical Surveys, *Teacher Attitudes, Teacher Education
Identifiers-Texas

Two papers are included here, one presenting an overview of inservice education and the second presenting data on the attitudes of teachers toward inservice education in Texas. Specific concepts that have guided inservice education are focused on as well as (1) the many trends that have influenced it, (2) the objectives of the inservice programs, (3) the problems that have been encountered, and (4) the effectiveness of the programs. The second paper presents specific data results of a survey that sought to determine teacher attitudes about inservice needs. (DS)

ED 170 296 SP 014 270

Toward Excellence in Education.
Wisconsin State Dept. of Public Instruction, Madison.
Note-115p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Organization, *Educational Administration, Educational Planning, Educational Practice, *Elementary Secondary Education, *Instructional Programs, Intellectual Disciplines, *Public School Systems, *School Organization, *State Standards
Identifiers-*Wisconsin

This publication outlines some basic facets of an educational system with the intention of providing guidelines for excellence throughout the public school system in Wisconsin. Specific topics include: (1) the organization of elementary and secondary education on both the state and local level; (2) instructional organization and staffing patterns; (3) the instructional/learning program, with a focus on curricular areas, thematic/integrative approaches, children with special curricular needs, and other specialized programs; and (4) administrative considerations, including financing, planning, accountability, etc. Appendices provide 13 standards for the state schools and task force reports on a variety of topics. (DS)

ED 170 297 SP 014 299

Merchant, Diane, Ed.
TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 1.
American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Note-7p.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Change, *Educational Planning, Faculty Development, *Handicapped Children, Inservice Education, *Institutional Role, *Mainstreaming, Schools of Education, *Teacher Education, Values
Identifiers-*Public Law 94-142

Included in this newletter are the following titles: AACTE Responds to PL 94-142 in National Workshop; Public Law 94-142: A Call for a Profession with Values; Deans' Grants Institutions Initiate Change; and Organizational Perspectives: PL 94-142 and Inservice Personnel Development. References are provided. (DS)

ED 170 298 SP 014 300

Merchant, Diane, Ed.
TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 2.
American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Note-7p.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Change, *Educational Needs, *Educational Planning, *Handicapped Children, Inservice Education, *Institutional Role, *Mainstreaming, Personnel Needs, Research Needs, Teacher Certification, *Teacher Education, Teacher Educators
Identifiers-Public Law 94-142

Included in this newsletter are the following articles: Teacher Educators Respond to Education for the Handicapped in AACTE State Meetings; Crisis A Threatening Opportunity; Personnel Need Persists for Education of the Handicapped: BEH Reports; Research Needed to Support P.L. 94-142; Can P.L. 94-142 Legislate Morality?; and Teacher Certification and P.L. 94-142. A section on exchange of information is also included. (DS)

TM

ED 170 299 TM 007 543

Wiseman, E. Delphine Adams, James H.
Self Concept Picture Inventory.
Pub Date- 72
Note-52p.; For related document, see EJ 015 782
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitude Tests, Compensatory Education Programs, Counseling Programs, Disadvantaged Youth, Primary Education, Program Evaluation, *School Attitudes, Self Concept, *Self Concept Tests, *Self Esteem, Situational Tests, *Student Attitudes, *Student Evaluation
Identifiers-*Self Concept Picture Inventory

The Self Concept Picture Inventory (SCPI) was created to evaluate Title I schools, grades one to three, in Atton, Illinois. Specifically, the SCPI measured the impact of counseling programs upon self-image and attitudes toward school and peer groups; and the influence of community services upon students' responses to the general educational program. The SCPI was administered at the beginning and end of successive school years to 225 children in nine schools. Results indicated that improvement in self-concept for each school ranged from a low of 25% to a high of 75%. The SCPI contains 48 sub-titled puctures of stick figures involved in a school activity. Students mark the picture most closely corresponding to their own feelings. The teacher also completes the SCPI for each student. Previous administrations of the SCPI indicated that children see themselves as having more ``self-worth'' than do their teachers. Teachers can thereby adjust for misconceptions and also design activities to enhance concepts of those children evidencing particularly negative responses. (This document contains the SCPI also known as At School and directions for administration and scoring. (Author/CP)

ED 170 300 TM 007 593

Davies, Richard E.

Approaches to Measurement in Religious Education.

Pub Date-Nov 77

Note-30p.; Paper presented at the International Convention of the Religious Education Association (Saint Louis, Missouri, November 20-22, 1977); Pages 26-9 and 31-3 were removed from this document prior to its submission to EDRS

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Tests, Behavior, Beliefs, *Cognitive Tests, Moral Values, Religion, *Religious Education, Response Style (Tests), *Test Construction, Testing Problems, Theological Education

Identifiers-Concept Evaluation Test, What Do You Believe

This state of the art review discusses approaches to the measurement of theological concepts, and briefly describes the purpose and limitations of selected tests in the following areas: religious knowledge (mainly biblical knowledge); theological belief; religiosity observable religious activity; religious experience mystical experience; and character or morality. Ordinal measurement techniques are recommended for constructing one's own tests of religious attitudes and knowledge, as an alternative to objective and essay tests. Each item can be scored on an ordinal scale in one of two response styles: Likert (agree, disagree, undecided) and semantic differential (bipolar adjectives, such as strong/weak, active/passive). Two tests are appended: the Concept Evaluation Test, and What Do You Believe? (CP)

Moore, R. Paul

Calculation of Nonresponse-Adjusted Student Weights for Respondents to the NLS Base-Year and First Follow-up Surveys. RTI 22U-884-3.

Research Triangle Inst., Durham, N.C. Statistics Research Div.
Pub Date-Oct 75
Note-29p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attrition (Research Studies), Followup Studies, Graduate Surveys, High School Graduates, Longitudinal Studies, *National Surveys, Postsecondary Education, Probability, Questionnaires, Research Design, *Response Style (Tests), *Sampling, Senior High Schools, *Statistical Analysis, *Weighted Scores
Identifiers-*National Longitudinal Study High School Class 1972

The report traces the activities which led to the development of the adjusted weights beginning with the basic National Longitudinal Study design, the base-year weight calculations, and the resurvey procedures. Next, the report describes the first follow-up weight calculations (including unadjusted student weights), nonresponse adjustment methodology, classifier variables, weighting classes, and the adjusted weights calculations. The last pages contain tables showing the nonresponse adjustment factors for each weighting class as well as the total number of students, total number of responding students, sum of all unadjusted weights, and the sum of the respondent unadjusted weights for each weighting class. (Author/CP)

ED 170 302 TM 007 680

Dunteman, George H. And Others

Composite Score Analysis: Ability Index, SES Index, Some Psychological and Educational Construct Scales. National Longitudinal Study of the High School Class of 1972. RTI Project No. 884.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Pub Date-15 Aug 74

Note-69p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Ability, Factor Structure, Followup Studies, Graduate Surveys, *High School Graduates, Longitudinal Studies, *National Surveys, *Participant Characteristics, Postsecondary Education, *Predictor Variables, Psychological Characteristics, Senior High Schools, *Socioeconomic Influences, Statistical Analysis, Test Results

Identifiers-*National Longitudinal Study High School Class 1972

The first set of National Longitudinal Study (NLS) data was analyzed to derive composite scores to be used in subsequent analyses. The composites include a general ability measure, a socioeconomic status (SES) index, and factor scores from factor analyses of sets of question items measuring goals, attitudes, and other psychological attributes. The derived composites can be used to help define subpopulations for descriptive statistics and as independent or control variables in some analytic studies. Procedures and results of the composite score analyses are presented. Four appendices contain Duncan's socioeconomic status metric for first followup questionnaire #93; group means for substitution of missing data; principal components factor matrices; analysis means; and means and standard deviations used for standardization. (Author/CP)

ED 170 303 TM 007 683

Riccobono, John A. Dunteman, George H.

National Longitudinal Study of the High School Class of 1972: Preliminary Analyses of Student Financial Aid. RTI-22U-884.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Sep 75
Contract-OEC-73-6666
Note-90p.; Tables may be marginally legible due to small type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Federal Aid, Followup Studies, Graduate Surveys, *High School Graduates, Longitudinal Studies, *National Surveys, *Persistence, Postsecondary Education, *Predictor Variables, Sampling, Senior High Schools, *Student Financial Aid, Student Loan Programs, *Success Factors
Identifiers-*National Longitudinal Study High School Class 1972

Six classification variables were used, jointly and singly, to define subpopulations of respondents to the National Longitudinal Study of the High School Class of 1972: sex, high school program, race, geographic region, ability, and socioeconomic status. Seven financial aid variables were used, to describe source and type of student aid planned for in the spring of 1972, and/or received during the 1972-73 academic year: federal scholarships or grants; federal loans; college work study programs; other federal programs; federal aid (includes all of the above); non-federal aid; and federal or non-federal aid (all of the above). Although two-thirds of the NLS sample planned to obtain financial aid, fewer than half received it during 1972-73. While the probability of fulfilling specific financial aid plans was low, about half received some type of federal or non-federal aid. Minority groups, low income students, and those attending two-year or vocational-technical colleges were more likely to report financial support. Finally, student participation in financial aid programs was strongly related to increased educational persistence, defined as the relationship between postsecondary education status in October 1973, and educational plans for October 1974. (CP)

ED 170 304 TM 007 723

Instruments for Individual Assessment of Achievement. BTES. Beginning Teacher Evaluation Study. Technical Note Series. Technical Note III-3.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date-15 Sep 75
Note-19p.; Best copy available; For related documents, see ED 151 375 and 156 640
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement Tests, Elementary Education, *Elementary School Mathematics, Grade 2, Grade 5, *Individual Tests, Reading Comprehension, *Reading Tests, Scoring, *Student Testing, *Test Items, Word Recognition

Test items and procedures for administering and scoring individual tests of second and fifth grade reading and mathematics are presented. The major purpose of this individual testing is validation of the group tests which make up the battery of the Beginning Teacher Evaluation Study (BTES). Five mathematics tasks, involving a set of blocks, have been selected for use in a semi-structured interview. The five tasks are: ordering the numerals 1 through 10; renaming the numeral 10; place value; addition and regrouping; and subtraction with regrouping. A series of oral reading activities follows, in which a student is asked to read words, sentences, and short passages. Comprehension passages administered as a group test can also be administered individually; each session will consist of a repeated sequence of passage reading, question answering, and discussion/explanation. (The comprehension passages and questions are included in Appendix D of Technical Report III-1) (CP)

ED 170 305 TM 007 756

Frisbie, David A.
Freestanding Complex Optical Scanners.

Pub Date-Mar 78
Note-18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Electronic Data Processing, Evaluation Criteria, *Guidelines, *Optical Scanners, *Performance Criteria, *Performance Specifications, Summative Evaluation, *Test Scoring Machines

A complex freestanding optical mark recognition (OMR) scanner is one which is not on-line to an external processor; it has intelligence stemming from an internal processor located within the unit or system. The advantages and disadvantages of a complex OMR can best be assessed after identifying the scanning needs and constraints of the potential user (institution). The process of selecting a scanner from several available on the market can be facilitated by examining each unit feature-by-feature. Suggested characteristics include: (1) physical characteristics; (2) performance characteristics production rate, optical sensing capability, forms requirements, scoring functions, accuracy, and output characteristics; and (3) general characteristics available system configurations, ease of operation, and cost. Although complex freestanding scanners are not necessarily better than simple externally-controlled scanners, one important advantage is their ability to produce hard copy (answer sheets with scores, listings, and item analyses) quickly. (Author/GDC)

ED 170 306 TM 007 820

Wise, David A.

Prediction of Test Scores: California.

Pub Date-8 Dec 76
Note-60p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Tests, Community Characteristics, Cultural Factors, Elementary Secondary Education, Mathematics, *Prediction, *Predictor Variables, Reading Achievement, School Districts, *Scores, Scoring Formulas, *Socioeconomic Influences, Student Characteristics
Identifiers-California

Census data were used to predict average district scores on standardized achievement tests for grades one, two, three, six, and twelve, in 716 California school districts. The following census variables were used: education, income, college, poverty (families); poverty (children); professional occupations; housing; Spanish surnames; and Black. Results are reported both as absolute scores (average number answered correctly) and as transformed scores (a standardized score which allows grade level comparisons). Predictions were presented in a series of tables. The first predictions included only a small number of census variables, beginning with a measure of poverty with more variables added in subsequent formulations. The reason for following this format is to give some idea of the gain in "predictive power" to be had by including additional variables and to allow alternative specifications for simulation. Results indicated that the predictive power of reading test equations, based on average education and median income of district residents, was not improved substantially by adding other educational and income variables these additional variables did improve the predictive power of the mathematics test equations. Ethnic variables increased the predictive power considerably. In general, there was no advantage to using transformed scores. (The tables, comprising over one half of the document, are appended). (CP)

ED 170 307 TM 007 857

Zamost, Judith G. Feldman, Sylvia D.

Checking Your Balance. Guidelines for Assessing Sexism in School and Classroom Practices.

New Jersey State Dept. of Education, Trenton. Office of Equal Educational Opportunity.

Pub Date-Apr 76
Note-27p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Assessment, Educational Legislation, *Educational Opportunities, Elementary Secondary Education, *Equal Education, *Evaluation Criteria, Females, *School Policy, Sex Discrimination, *Sex Fairness, Sex Stereotypes, *Student Rights

School districts can use this checklist to implement federal and state regulations concerning equal educational opportunity. The 125 questions are organized around seven sex fairness concerns: practices which may encourage sex stereotyping; textbook and curriculum; counseling opportunities; pregnancy; in-service training; physical education; and team sports. The questions deal with school practices in relation to the following: classroom seating; task assignment; the school library, discipline, extra-curricular activities, course selection; work study programs; testbook and curriculum; bulletin boards; courselor representation; testing; class enrollments; career awareness; scholarships; rights of pregnant students; and opportunities for, participation in, and attitudes toward, physical education classes and team sports. After tallying yes responses a guide is provided for school districts to determine their status regarding equal opportunities for males and females. The list of questions is not exhaustive; rather, it is intended to stimulate thinking. (CP)

ED 170 308 TM 007 864

Manual for the USES Basic Occupational Literacy Test. Section 1: Administration, Scoring and Interpretation.

Manpower Administration (DOL), Washington, D.C.
Pub Date-74
Note-62p.; For related document, see TM 008 686
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Tests, *Adult Basic Education, Adults, *Arithmetic, *Basic Reading, Educationally Disadvantaged, Equated Scores, *Equivalency Tests, Job Skills, Proctoring, Scoring, *Testing, Test Interpretation, Test Results
Identifiers-*Basic Occupational Literacy Test, General Educational Development Tests

The Basic Occupational Literacy Test (BOLT) measures basic skills of educationally disadvantaged adults in four content areas: reading comprehension, reading vocabulary, arithmetic computation, and arithmetic reasoning. Alternate forms of each subtest are available at each of three or four levels of difficulty. The Wide Range Scale is used to determine the appropriate level of each BOLT test for an individual; instructions for administering and interpreting this scale are given. Guidelines for administering BOLT and step-by-step directions for proctoring each subtest are provided. Conversion tables are included for converting raw test scores obtained on each form to standard scores and General Educational Development (GED) level. Finally, brief instructions are given for reporting and interpreting GED levels, using the Dictionary of Occupational Titles. (CP)

ED 170 309 TM 008 004

Taylor, Elaine N., Ed. Vineberg, Robert, Ed.
Mental Health Consultant Reports of the Field Trials of Instruments for Surveying Problems in Schools.
Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-HumRRO-FR-WD-CA-75-28
Pub Date-Dec 75
Grant-NIMH-3-R01-MH-21708-2S2
Note-157p.
Pub Type- Collected Works - General (020) - Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Administrator Attitudes, Community Characteristics, Consultants, *Consultation Programs, *Educational Problems, Elementary Secondary Education, Field Studies, *Institutional Characteristics, Interpersonal Problems, Interpersonal Relationship, *Questionnaires, *School Attitudes, *School Surveys, Student Attitudes, Teacher Attitudes
Identifiers-Demographic Information Form, *School Problem Area Survey

Twenty mental health consultant reports are presented on the field testing of three questionnaires for identifying potential problems in schools. The staff and student questionnaires are broken into ten areas: student characteristics and relationships; student general satisfaction; student-teacher relationships; teacher characteristics and relationships; principal-student relationships; principal-teacher relationships; school-community relationships; groups at risk including cheaters, dropouts, vandals, and activists; community characteristics; and school features such as busing, class size, and physical facilities. The principals' questionnaire, the Demographic Information Form, is used to record demographic data about the school and community, as well as opinions about the ten problem areas. One report involves three elementary schools; the remainder, including a validity study of the student questionnaire, involve secondary schools. A variety of schools were represented in these reports urban, rural, parochial, open plan, and open enrollment. Some had experienced specific problems, such as dropouts, racial strife, and poor relationships between principals, students, and teachers. In general, the consultants were positive about the impact of the questionnaires, since staff and administration were motivated to examine problems carefully, and to confirm opinions about strengths and weaknesses of their schools. No firm conclusions could be reached because of the relativly small number of schools involved in the field testing. (CP)

ED 170 310 TM 008 032

Whitfield, Truman D. Galloway, Charles M.

The Use of Pupil Perceptions of Teacher Behavior to Develop a Classroom Observational System.

Pub Date- Mar 78
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Objectives, Body Language, *Classroom Communication, *Classroom Observation Techniques, Cognitive Objectives, Grade 6, Intermediate Grades, *Nonverbal Communication, Questionnaires, *Student Evaluation of Teacher Performance, Student Teacher Relationship, Test Construction

This study describes the processes involved in developing an observational system for analyzing teacher classroom behavior. Three-hundred-sixty sixth grade students reported their perceptions of their teachers by responding to a questionnaire and to the same questions during interviews. The students' perceptual reports were analyzed to determine usability, with 7,700 items found acceptable. Adjective descriptors were clustered into a twelve-category observational system. Perceptual statements were randomly selected and supplied to a panel of judges for sorting into the twelve categories, yielding a mean inter-judge percent agreement of 83. The system was taught to observers who used the system to code ten videotaped teaching episodes. Inter-rater reliability coefficients were calculated yielding an r .61. (Author/CTM)

Lapointe, Jean B. And Others
Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report V: The Value Attribution Process. Technical Report.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Pub Date-Jan 78
Contract-N-00014-76-C-0362
Note-123p.; For related documents, see ED 132 160 and ED 137 337 ; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accounting, Attendance, Cost Indexes, Costs, *Economic Change, *Human Resources, Organizational Change, *Organizational Effectiveness, Performance, *Prediction, *Productivity, Social Indicators, *Trend Analysis

The development of future performance trend indicators is based on the current value approach to human resource accounting. The value attribution portion of the current value approach is used to estimate the dollar value of observed changes in the state of the human organization. The procedure for value attribution includes: prediction of changes in organizational effectiveness due to changes in the human organization; establishing the dollar value of the predicted changes; and discounting and capitalizing the dollar values to arrive at the current and investment value of the changes in human organization. This procedure is illustrated using: (1) previously derived relationships between the state of the human organization and two measures of its effectiveness; (2) observed changes in the human organization; and (3) estimated dollar values of the effectiveness criteria. The results indicate that even moderate changes in the human organization can be of significant value to the organization. The value attribution progress and its results are discussed from several perspectives and the accuracy of predictions is investigated. Desirable characteristics of the criterion variable, problems of change in the nature of the predictor-criterion relationship, and the utility of prediction are discussed. (Author/GDC)

ED 170 312 TM 008 258

LeBold, William K. And Others

The Purdue Interest Questionnaire An Interest Inventory to Assist Engineering Students in Their Career Planning.

Pub Date-77

Note-9p.; Paper presented at the Annual Frontiers in Education Conference of the Institute of Electrical and Electronics Engineers and the American Society for Engineering Education (7th, 1977)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Planning, Cognitive Tests, *College Freshmen, *Engineering Education, Higher Education, *Interest Scales, *Persistence, Predictive Ability (Testing), *Specialization, Test Construction, Test Reliability, Test Validity, Vocational Interests

Identifiers-*Purdue Interest Questionnaire

The Purdue Interest Questionnaire (PIQ), a 264-item Likert-type scale, was developed to assist engineering students in their career planning. The six engineering scales identify specialized fields: aeronautical, chemical, civil, electrical, industrial, or mechanical. For students planning to transfer out of engineering, four scales identify interest in other fields: humanities and social science, industrial management, science and mathematics, and engineering technology. Two scales measure general educational orientation for students most likely to persist in engineering, to transfer, or to withdraw from college. The scales were developed in 1966 by analyzing existing interest inventories, and by comparing the responses of 99 freshman engineering students with selected groups of other freshman engineering students. The PIQ has some limitations it is not an ability or achievement measure, and few women participated in its development. Scores are compared both against scores of freshman engineers in general, and against ten mutually exclusive groups those persisting and those transferring from the field. Although test-retest reliability coefficients of some scales are low, they are all significant. Discriminant function classification of students, based upon their PIQ scale scores, produces significant percentages of correct classification beyond chance thus demonstrating PIQ validity. (CP)

ED 170 313 TM 008 329

Denny, Terry

Some Still Do: River Acres, Texas. Booklet I. Reprinted November, 1978.
Report Western Michigan Univ., Kalamazoo. School of Education.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 77
Note-133p.; Some light type may not reproduce clearly
Available from-Evaluation Center, Western Michigan University, Kalamazoo, Michigan 49008 ($2.50)
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Case Studies, Caseworker Approach, Educational Needs, Educational Philosophy, Educational Problems, Educational Trends, Elementary Secondary Education, *Field Interviews, *Mathematics Curriculum, Open Plan Schools, *Science Curriculum, *Social Studies Units, *Teacher Attitudes, Teaching Methods
Identifiers-*River Acres Independent School District TX, Texas (Houston)

A casework approach study of the River Acres Independent School District, Texas, is presented. The study is descriptive, not evaluative; and observations are supplemented by quotations taken during interviews with teachers, students, administrators, parents, counselors, and other school personnel. The purpose of the study is to describe the teaching methods and the K-12 curriculum in mathematics, science, and social science. An introductory section provides background information about the urban area, the school district, administration, rules, planning, parent involvement, teacher and student evaluation, open space design, student preparation, competition, changes in the student population, and instructional levels. Curriculum areas are discussed according to educational level: (1) elementary schools; (2) junior high school; and (3) senior high school. For each subject at each educational level, information and quotations on topics such as problems, tests, instructional levels, curriculum, and open space are presented. (MH)

ED 170 314 TM 008 330

Denny, Terry
Story Telling and Educational Understanding. Paper Western Michigan
Univ., Kalamazoo. School of Education.
Pub Date-Nov 78
Note-29p.; Paper presented at the Annual Meeting of the International
Reading Association (Houston, Texas, May, 1978)
Available from-Evaluation Center, Western Michigan University,
Kalamazoo, Michigan, 49008 ($2.00)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) -
Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Case Studies, *Caseworker Approach, *Educational
Anthropology, *Educational Research, Ethnography, Evaluation Methods,
*Field Interviews, Field Studies, Interpersonal Relationship,
Listening Skills, Observation, *Research Methodology, Synthesis

Story telling is defined as a kind of journalistic documentation, based on directly observable referents, and used to contribute to an understanding of educational problems. In the area of educational research, story telling is part of the genre which includes case studies, ethnography, and ethnology. Story telling describes an environment in order to communicate a general understanding of a situation. Fieldwork is the essential ingredient in story telling. In educational research, fieldwork consists of familiarizing oneself with local institutions and organizations; talking to local officials and citizens; and particularly, communicating with school personnel and working in the school. The keys to successful fieldwork are the ability to listen; the mastery of interviewing techniques; acute observation skills; and facility at synthesizing information. Story telling, as an ethnographic approach, shows what is happening but does not necessarily reveal causes, and may not be the proper evaluation method if the purpose of the study is to prescribe change or to determine policy decisions. (MH)

ED 170 315 TM 008 352

Dangel, Richard F. Hopkins, B. L.

Be Still, Be Quiet, Be Docile: What Do the Data Say?

Pub Date- 78
Note-19p.
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Behavioral Objectives, *Behavior Change, *Classroom Research, *Cognitive Objectives, Conduct, Elementary Secondary Education, Predictor Variables, *Research Design, *Student Behavior

Three categories of dependent variables used in classroom research were defined: (1) academic behavior related to a specific academic area, achievement, or test performance; (2) deportmental behavior related to classroom conduct, such as paying attention to teacher, whispering, and following instructions; and (3) other including thumbsucking, peer tutoring, and attendance. Two independent raters reliably assigned each classroom study of student behavior published in the Journal of Applied Behavior Analysis since 1968 to one or more of the three categories, according to the dependent variables used in the study. Results indicated that more than twice as many behavior modification studies have featured deportmental dependent variables as have featured academic; it was also noted that there has been no change in this ratio. Deportmental behaviors may have been the focus of classroom research because they are more easily defined, observed, and measured than academic achievement; and because researchers often gain access to a classroom setting in order to improve student behavior problems. Emphasis on academic behavior is recommended because academic behavior is a more valid indicator of effective classroom interventions, and because educators should strive to improve children's academic functioning as opposed to making them still, quiet, and docile. (Author/GDC)

Cahn, Steven M.
The Problem of Grade Inflation.
Pub Date- Oct 78
Note-16p.; Paper presented at the Annual Meeting of the Education Records Bureau (New York, New York, October, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, Administrator Role, Educational Problems, *Educational Trends, *Grades (Scholastic), Grading, Higher Education, Student Evaluation, Student Role, *Teacher Role
Identifiers-*Grade Inflation

A number of factors have contributed to the inflation of grades in higher education, including: the belief that grades traumatize and dehumanize students; the conviction that academic standards are unfair in light of the equality of each individual; teachers' hesitation to fail high-risk or open enrollment students; the influence of popular grading practices on student evaluations of teacher performance; pressure to eliminate certain course requirements; and innovations such as pass fail grading. Administrators have gone along with student demands to minimize evaluation procedures, according to three basic rationales: that grades are inherently inaccurate; that they traumatize students, foster competition, and harm students' ability to learn; and that the categorizing nature of grades defeats one of the essential purposes of education to help students develop their individuality. Each of these arguments can be refuted. The practice of assigning inflated grades should not be continued, because it leads to a decrease in basic skills, gives students a distorted view of their abilities, and fosters mediocrity. (GDC)

ED 170 317 TM 008 388

Leland, Irene M. And Others

Using Achievement Tests to Fund a State-Wide Compensatory Education Program.

Pub Date-Mar 78
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Achievement Tests, *Compensatory Education Programs, *Educational Assessment, Educationally Disadvantaged, Elementary Education, *Expenditure Per Student, Grade 4, Grade 7, Low Achievers, *Needs Assessment, Simulation, *State Aid, State Programs, Testing Programs
Identifiers-Michigan, *Michigan Educational Assessment Program

Funding for compensatory education programs for grades K-6 in Michigan has, since 1971, been based on the results of statewide achievement tests rather than on socioeconomic factors. The Michigan Educational Assessment Program (MEAP) achievement tests are administered to public school students in fourth and seventh grades. To be eligible for state support, a district must have at least 15 percent of its total K-6 enrollment and a minimum of 30 students classified as educationally deficient in basic cognitive skills. Districts receive a fixed number of dollars per eligible pupil, and funds are allocated to districts based on need. Simulations, based on MEAP results and on enrollment data, are used to keep determining: (1) an appropriate definition of low achievers; (2) school districts most in need of compensatory education funds; (3) the per pupil funding level; and (4) the number of districts to receive funding. After seven years of MEAP, some conclusions were: that all community types are represented, although large metropolitan districts tend to receive the greatest amount of funds; and that funding based on achievement scores, although similar to funding patterns based on economic conditions, tends to be spread more widely throughout a district. (MH)

ED 170 318 TM 008 458

Cowie, Colin
Intelligence and Intelligence Testing. Set 78. Number Two. Item 10.
New Zealand Council for Educational Research, Wellington.
Pub Date-76
Note-7p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Ability, Culture Free Tests, Foreign Countries, Intelligence, *Intelligence Factors, *Intelligence Quotient, *Intelligence Tests, Nonverbal Tests, Test Bias, *Test Interpretation, Test Reliability, *Test Results, Test Selection, Test Validity, Test Wiseness, Verbal Tests
Identifiers-New Zealand

Questions often raised about intelligence tests are discussed: (1) the definition of intelligence; (2) the definition of intelligence quotient; (3) the kinds of tests available; (4) validity; (5) fairness to minority groups; (6) use made of test results; (7) differences in results among various intelligence tests; (8) differences in scores using the same test; (9) the effects of coaching; and (10) applicability of nonverbal tests. Guidelines are offered on the interpretation of intelligence tests as useful measures of general ability in school learning; use of tests to assess results of learning tasks conducted in school; interpretation of test results which take account of other factors (such as cumulative records, teacher observations, student motivation, or opportunity to learn those behaviors sampled by the test); the use of intelligence tests to predict general ability rather than success in a specific subject; and a higher correlation with subjects requiring thinking rather than with subjects mastered by rote learning. (MH)

ED 170 319 TM 008 460

Reid, Neil

Standards, Basics and National Assessment. Set 78. Number one. Item 13.

New Zealand Council for Educational Research, Wellington.
Pub Date-78
Note-13p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Academic Standards, Basic Skills, *Educational Assessment, Educational Research, Educational Trends, Elementary Secondary Education, Foreign Countries, National Norms, *National Programs, Norm Referenced Tests, Performance Factors, *Standardized Tests, *Testing Programs
Identifiers-New Zealand

Educational standards, student achievement and basic skills are discussed. Various definitions of standards are given, and a definition which encompases individual differences is preferred. Educational research conducted in New Zealand indicates that there has been no sharp decline in academic achievement, although in primary- and intermediate-grade subjects which were previously taught by rote, there has probably been a decline in attainment. Standardized tests, which are not specifically designed to measure performance over time, were used in most of the studies cited. Changes which were not taken into account in comparing academic achievement over the past several decades include: (1) school population; (2) test suitability over a period of time; (3) classroom factors, such as class size and teacher quality; (4) curriculum content; (5) societal changes, such as family environment, urbanization and the impact of television; and (6) the job market. In order to gather reliable and objective information to assess achievement and to set national standards, a proposal is made to administer nationally standardized tests at five-year intervals in basic subjects at specific points of the primary and secondary courses. Presently, national standardized tests are available on an optional basis for all class levels from Standard I upwards. (MH)

ED 170 320 TM 008 475

Simon, Anita, Ed. Boyer, E. Gil, Ed.
Mirrors for Behavior III. An Anthology of Observation Instruments.
Communication Materials Center, Wyncote, Pa., Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-74
Note-103p.; For previous editions, see ED 025 034, ED 029 833, ED 031 613, and ED 042 937; Some small type may be marginally legible; Multiple copyright restrictions permit reproduction of pages 1-84 only
Available from-Communication Materials Center, 110 Rices Mill Road, Wyncote, Pennsylvania 19095 (Library of Congress Catalog Card Number 67-31735, $19.95)
Pub Type- Collected Works - General (020) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavior Patterns, *Behavior Rating Scales, Classroom Communication, *Classroom Observation Techniques, Communication (Thought Transfer), Data Collection, Elementary Secondary Education, *Interaction Process Analysis, *Observation, Postsecondary Education, *Student Behavior, Student Teacher Relationship, *Teacher Behavior

The 99 observation systems described in this anthology describe measurable categories of behavior, rather than global concepts. These systems function as a meta-language a language for describing communication. Each represents one or more of seven major categories: affective, cognitive, nonverbal, activity, content, sociological structure, and physical environment. Most systems use specific predetermined categories such as ``teacher asks question,'' and ``pupil gives narrow answer;'' a code is assigned to each category and coded sequences are summarized in a form useful for decision making, by a technology known as interaction process analysis. Instruments vary according to number and type of subjects observed, setting, category dimensions, and uses reported by author. A typical instrument is designed for group observation of teacher and pupils in classroom settings; it describes affective and cognitive categories, and has been used by researchers to describe actual teaching in existing classrooms and then to reformulate models of effective teaching. Instruments have also been used for teacher training and supervision, as substitutes for tests, as content for new curriculum, or to specify conditions of learning. Other settings include counseling situations, prisons, hospitals, and industry. (The major portion of this document which has been removed contains the instruments, abstracts, and a 1000-item bibliography.) (CP)

ED 170 321 TM 008 522

Hart, Frederick M. Evans, Franklin R.

Major Research Efforts of the Law School Admission Council. Law School Admission Research.

Law School Admission Council, Princeton, N.J.

Pub Date-Apr 76

Note-23p.; For related documents, see TM 008 523-524 and 526-528

Available from-Law Programs, Educational Testing Service, P.O. Box 40, Newtown Pennsylvania 18940 (free)

Pub Type- Information Analysis (070)

Document Not Available from EDRS.

Descriptors-Academic Achievement, College Entrance Examinations, *Grade Point Average, *Grade Prediction, *Graduate Study, Higher Education, Institutional Research, Law Schools, *Legal Education, *Predictive Ability (Testing), Predictive Validity, *Predictor Variables, Professional Education, Racial Differences, Research Projects, Sex Differences, Success Factors, Test Construction

Identifiers-*Law School Admission Test

Research conducted by the Law School Admission Council since the development of the Law School Admission Test (LSAT) in 1948 is described. An overview of the research topics is provided, and relevant published reports are cited in 61 footnotes. The following topics of study are discussed: (1) use and validity of traditional predictors of law school success LSAT and undergraduate grade point average (UGPA); (2) prediction of LSAT scores and grades for applicant subgroups including blacks, whites, Chicanos, females, culturally deprived, males, college majors, and foreign candidates; (3) other predictors, including LSAT tests of writing ability and of general background, Myers-Briggs type indicators, interviews, and faculty recommendations; (4) undergraduate grades; (5) law school grades, which serve as the criteria against which the effectiveness of predictors are measured; (6) development of new test item types; and (7) prediction of success in the legal profession. (GDC)

ED 170 322 TM 008 523

Summaries of LSAC Sponsored Research: 1949-1974. Law School Admission Research.
Law School Admission Council, Princeton, N.J.
Pub Date-Sep 76
Note-158p.; For related documents, see TM 008 522, 524, and 526-528
Available from-Law Programs, Educational Testing Service, P.O. Box 40, Newtown, Pennsylvania 18940 ($2.00)
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *College Entrance Examinations, *Grade Prediction, *Graduate Study, Higher Education, Institutional Research, Law Schools, *Legal Education, Predictive Ability (Testing), Predictive Validity, Predictor Variables, Professional Education, *Research Projects, Success Factors
Identifiers-*Law School Admission Test

Research sponsored by the Law School Admission Council (LSAC) between 1949 and 1974 is summarized. For each of 72 research projects, the project title, investigator's name, LSAC report number, and a one-paragraph statement of purpose and summary are presented. The methodological procedure, results, conclusions, and recommendations are also summarized when available. Citations to published reports are listed for each project, and a subject index is appended. The 72 research topics involve the following concerns related to the Law School Admission Test (LSAT) and law school grades: validation of the LSAT; predictive validity of the LSAT; methods of decreasing test length; predictive ability of LSAT subsections; intra-individual variability; response sets and law school grades; grade prediction; LSAT data analysis; characteristics of undergraduates who become lawyers; re-administration of the LSAT to third-year law students; impact of afternoon tests; personality characteristics of law school students; testing minority group and foreign students; validity of experimental tests as predictors of law school success; predictive ability of the Graduate Record Examinations; sources of test bias; sex differences; candidate recommendation forms; law school grading; and LSAT item analysis. (GDC)

ED 170 323 • TM 008 524

Summaries of LSAC Sponsored Research. 1975-1977. Law School Admission Research.

Law School Admission Council, Princeton, N.J.
Pub Date-Dec 77
Note-49p.; For related documents, see TM 008 522-523 and 526-528
Available from-Law Programs, Educational Testing Service, P.O. Box 40, Newtown, Pennsylvania 18940 ($2.00)
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *Admission Criteria, College Admission, *College Entrance Examinations, *Grade Prediction, Graduate Study, Higher Education, Institutional Research, Law Schools, *Legal Education, *Predictive Validity, Professional Education, *Research Projects, Success Factors
Identifiers-*Law School Admission Test

Research sponsored by the Law School Admission Council (LSAC) between 1975 and 1977 is summarized. For each research project, the project title, investigator's name, LSAC report number, and a one-paragraph statement of purpose and summary are presented. The methodological procedure, results, conclusions, and recommendations are also summarized when available. Citations to published reports are listed for each project, and a subject index for volumes I through III (covering research conducted between 1949 and 1977) is appended. The nineteen research areas listed here involve validity and bias of the Law School Admission Test (LSAT); the Supreme court hearing of DeFunis v. Odegaard; prediction of female law students' grades; preferential admissions; predictors of bar examination performance; law school grade prediction; test item type validity; Canadian LSAT candidates; law school admission standards; relevance of legal training; black, white, and Mexican American differences in law school performance; and analysis of LSAT scores for test repeaters. (GDC)

ED 170 324 TM 008 526

Reports of LSAC Sponsored Research: Volume I, 1949-1969.
Law School Admission Council, Princeton, N.J.
Pub Date-May 76
Note-574p.; For related documents, see TM 008 522-524 and 527-528
Available from-Law Programs, Educational Testing Service, P.O. Box 40, Newtown Pennsylvania 18940 ($10.00)
Pub Type- Information Analysis (070) - Collected Works - General (020) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *College Entrance Examinations, *Grade Prediction, *Graduate Study, Higher Education, Institutional Research, Law Schools, *Legal Education, *Predictive Validity, Predictor Variables, Professional Education, *Success Factors
Identifiers-*Law School Admission Test

Thirty-eight research reports and summaries of projects studying law school admission and the Law School Admission Test (LSAT) are presented. These research projects were supported by the Law School Admission Council between 1949 and 1969. A subject and an author index, for this and the following volume, covering 1970-1974, are also provided. The topics in this volume include: LSAT validation; prediction of law school grades; LSAT subtests; methods of decreasing test length; intra-individual reliability; personality and aptitude predictors of achievement; statistical analysis of item data and data processing; relationships among subtest scores; characteristics of law students and of lawyers; afternoon tests; undergraduate grades; testing culturally deprived and non-white candidates; and validity of experimental test items. (GDC)

Reports of LSAC Sponsored Research: Volume II, 1970-1974. Law School Admission Research.

Law School Admission Council, Princeton, N.J.
Pub Date-May 76
Note-774p.; For related documents, see TM 008 522-524 and 526-528
Available from-Law Programs, Educational Testing Service, P.O. Box 40, Newtown, Pennsylvania 18940 ($10.00)
Pub Type- Information Analysis (070) - Collected Works - General (020) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*College Entrance Examinations, *Grade Prediction, *Graduate Study, Higher Education, Institutional Research, Law Schools, *Legal Education, *Predictive Validity, Predictor Variables, Professional Education, *Success Factors .
Identifiers-*Law School Admission Test

Thirty-four research reports and summaries of projects studying law school admission and the Law School Admission Test (LSAT) are presented. These research projects were supported by the Law School Admission Council between 1970 and 1974. A subject index and an author index for volume I, covering 1949-1969, and for this volume are also provided. The topics reported in this volume involve: predictors of LSAT performance and of law school achievement; correlates of LSAT subtest grades; predictive ability of the Graduate Record Examinations; testing of foreign students; sources of test bias; sex differences; prediction using transcript data, individual characteristics, and recommendation forms; law school grading practices; analysis and interpretation of test data; racial differences; factor analysis of law school grades; predictive validity of test items; characteristics and grades of minority group law students, and of males and females. (GDC)

Reports of LSAC Sponsored Research: Volume III, 1975-1977. Law School Admission Research.

Law School Admission Council, Princeton, N.J.
Pub Date-Dec 77
Note-925p.; For related documents, see TM 008 522-524 and 526-527
Available from-Law Programs, Educational Testing Service, P.O. Box 40, Newtown, Pennsylvania 18940 ($10.00)
Pub Type- Information Analysis (070) - Collected Works - General (020) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Admission Criteria, College Admission, *College Entrance Examinations, *Grade Prediction, *Graduate Study, Higher Education, Institutional Research, Law Schools, *Legal Education, *Predictive Validity, Predictor Variables, Professional Education, Success Factors
Identifiers-*Law School Admission Test

Nineteen research reports and summaries of projects studying law school admission and the Law School Admission Test (LSAT) are presented. These research projects were supported by the Law School Admission Council between 1975 and 1977. A subject and an author index, covering this and the previous two volumes (including research conducted from 1949 to 1974) are also included. These research reports involve validity and bias of the Law School Admission Test (LSAT); the Supreme court hearing of DeFunis v. Odegaard; prediction of female law students' grades; preferential admissions predictors of bar examination performance; law school grade prediction, test item type validity; Canadian LSAT candidates; law school admission standards; relevance of legal training; black, white, and Mexican American differences in law school performance; and analysis of LSAT scores for test repeaters. (GDC)

ED 170 327 TM 008 531

Schultz, Jerelyn B. And Others

Assessment of Learning Centers as a Teaching/Learning Strategy in Mainstreamed Classes.

Pub Date-28 Mar 78

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Available from-Department of Home Economics Education, Iowa State University, Ames, Iowa 50011 ($1.00 ea., 10 or more, $0.75 ea.)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Grade 8, Grade 9, Group Activities, *Grouping (Instructional Purposes), Group Instruction, *Handicapped Students, Home Economics, Junior High Schools, *Mainstreaming, *Student Attitudes, *Teacher Attitudes

The relative effectiveness of three plans for implementing group learning centers in home economics classes was compared. Plans varied in assignment of group activities a student group either completed all activities in a course unit, or completed some, and reported what they had learned to the rest of the class. Participants were 251 eighth and ninth grade students, of which 30 were mildly disabled. A 19-item, objective achievement test was administered as a pretest and as a post test. Student attitudes were assessed by a course evaluation form, and small group discussions were used to obtain teacher attitudes. A two-way analysis of variance showed no significant differences in achievement between the plans; however, significant differences were found in student attitudes toward group work and toward learning center activities and materials. Teachers' attitudes were favorable. Cognitive growth occurred for both average and mildly disabled students in all three plans. (Author/CP)

ED 170 328 TM 008 538

Ree, Malcolm James

Estimating Item Characteristic Curves. Final Report for Period March 1978 through September 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-68
Pub Date-Nov 78
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability, Comparative Analysis, *Computer Programs, *Item Analysis, Performance Criteria, *Probability, Simulation, *Test Interpretation, *True Scores
Identifiers-*Item Characteristic Curve Theory, Latent Trait Theory, Maximum Likelihood Estimation

Item characteristic curve (ICC) theory describes the relationship between the ability of individuals and the probability of their answering a test question correctly; it is useful in estimating test scores, equating the scores of various tests, and scoring responses during adaptive testing. A simulation study of the effectiveness of the following four computer programs for estimating ICC was conducted: ANCILLES, OGIVIA, LOGIST, and simple transformation to the item-test biserial correlation. Using the three-parameter logistic model, which relates item responses to subjects' ability, three groups of 2,000 simulated subjects were administered 80-item tests. These simulated item responses were then calibrated using the four programs. The estimated item parameters were compared to the known item parameters in four analyses for each program in all of the three data sets each set representing a different level of ability. Results indicated that no one program functioned best in all situations posed by the data sets. In conclusion, the choice of an ICC estimation program should be based on the planned use of the estimates, the characteristics of the distribution of ability in the groups available for item administration, the necessity to calibrate all items, and the computer resources available. (Author/CP)

ED 170 329 TM 008 548

Kleban, Morton H.

Q-Type Factor Analysis of Healthy Aged Men.

Pub Date-78

Note-110p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Biological Influences, Data Analysis, *Factor Analysis, Factor Structure, Individual Characteristics, *Intelligence Factors, Longitudinal Studies, Males, *Older Adults, Physical Characteristics, *Physical Health, Physiology, *Predictor Variables, Research Design, Statistical Studies, Tables (Data)

Identifiers-*Q Type Factor Analysis

Q-type factor analysis was used to re-analyze baseline data collected in 1957, on 47 men aged 65-91. Q-type analysis is the use of factor methods to study persons rather than tests. Although 550 variables were originally studied involving psychiatry, medicine, cerebral metabolism and chemistry, personality, audiometry, dichotic and diotic memory, and social psychology this report focuses on those Q factors which contain information on Wechsler Adult Intelligence Scale scores and various biological indices. The factors which were found to provide meaningful descriptions of these 47 subjects include: (1) full scale intelligence quotient; (2) lack of insight, as rated by psychiatrists; (3) blood pressure; (4) memory; (5) pulse rate; (6) hearing ability; (7) blood chemistry of the brain; (8) blood oxygen content; (9) blood glucose; (10) hemoglobin concentration; (11) history of angina pectoris; (12) social initiative; (13) oxygen-glucose ratio; and (14) electrocardiogram rating. (The usefulness of Q-type factor analysis is compared to R-type factor analysis, and extensive data tables are included.) (GDC)

ED 170 330 TM 008 550

McDonald, Roderick P. Mulaik, Stanley A.

The Indeterminacy of Common Factors.

Pub Date- 78
Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cluster Analysis, Correlation, *Factor Analysis, *Predictor Variables, *Research Problems, *Statistical Studies
Identifiers-*Factor Indeterminacy

If the factor loadings of a core set of variables (fitting the general factor model) are the same when analyzed alone, and when analyzed along with the rest of the variables in an infinite behavior domain, there is only one factor variable in the domain that is a possible factor variable of the core set. If the condition of consistency of factor loadings is not satisfied, there may exist subdomains whose factor variables are possible factors of the core set. This observation serves to provide empirical significance for the mathematical problem of factor indeterminacy. (Author/GDC)

ED 170 331 TM 008 557

Misanchuk, Earl R.

Relationship Among the Number of Sub-Tests; Skewness, Kurtosis, and Size of Population; And Magnitude of Errors of Estimate in Multiple Matrix Sampling. (Revised Version).

Pub Date-Mar 78
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Analysis of Variance, *Item Sampling, Participant Characteristics, Personality Assessment, Probability, Research Design, Scores, *Standard Error of Measurement, Statistical Analysis, Statistical Studies
Identifiers-California Psychological Inventory, Test Length

Multiple matrix sampling of three subscales of the California Psychological Inventory was used to investigate the effects of four variables on error estimates of the mean (EEM) and variance (EEV). The four variables were examinee population size (600, 450, 300, 150, 100, and 75); number of subtests, (2, 3, 4, 5, 6, and 7), hence the number of items per examinee; skewness; and kurtosis. The relationship of population size, number of subtests, and skewness and kurtosis of each subscale/population combination to the EEM and EEV was examined, by performing an analysis of variance on stepwise multiple linear regression. A total of 324 individual multiple matrix samples were involved. EEM was not significantly affected by any variable studied; but EEV, in contrast to previous studies, was significantly affected by skewness and kurtosis. (CP)

ED 170 332 TM 008 558

Arter, Judith A. Estes, Gary D.

A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects.

Pub Date-Mar 78
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, *Norm Referenced Tests, *Norms, Program Evaluation, Research Methodology, Senior High Schools, Standardized Tests, *Student Ability, Student Testing, *Test Validity, Time Factors (Learning)
Identifiers-*Comprehensive Tests of Basic Skills, *Local Norms, Phoenix Union High School System AZ

The validity of the Comprehensive Tests of Basic Skills (CTBS) and problems associated with inappropriate norms were investigated in eleven senior high schools in Phoenix, Arizona. CTBS validity was assessed in three ways: (1) correlation between test scores and number of courses taken in that subject; (2) correlation between CTBS scores and locally-developed criterion referenced tests; and (3) relationship between course difficulty and CTBS scores. A reverse norming procedure was used to obtain a constant normed comparison group a group which did not increase inability in successive grades. This resulted in the analysis of data from 631 ninth and tenth graders in two Title I schools. Pesults of the validity studies indicated that correlations between CTBS scores and courses taken were high for science and mathematics courses, lower for English courses, and negative for reading courses. CTBS correlations with locally developed tests ranged from .38 to .83. Students in more difficult science and mathematics courses had higher test performance. Regarding the use of reverse norming, no clear pattern of differences emerged between restricted and nonrestricted norms. (GDC)

ED 170 333 TM 008 567

Bredderman, Ted

Elementary School Process Curricula A Meta-Analysis.

Pub Date- 78

Note-12p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Compensatory Education Programs, *Curriculum Evaluation, Elementary Education, *Elementary School Science, *Evaluation Methods, Evaluation Needs, Experimental Curriculum, *Process Education, *Program Effectiveness, *Program Evaluation, Research Methodology

Identifiers-*Meta Evaluation, *Project Follow Through

The effects of the Follow Through Program as determined by meta-analysis techniques were reviewed and summarized. The general conclusion that more direct instructional models had greater positive effects on measures of basic skills in mathematics and reading than less direct, developmental models was supported. However, the validity of the Follow Through Evaluation as a general test of the worth of instructional models was questioned by contrasting the Follow Through results with a similar meta-analysis of elementary school science process programs. The science process programs had substantial effects on the measures which matched their objectives that is, science process measures and minimal or negative effects on more distant objectives. It was concluded that testing a broad spectrum of outcomes, including attitude and creativity, is essential in evaluating a curricular instructional model. (Author/GDC)

Manlove, Donald C., Ed.

Middle School/Junior High School Evaluative Criteria. A Guide for School Improvement. Revised Edition.

National Study of School Evaluation, Arlington, Va.
Pub Date-79
Note-194p.; For earlier edition, see ED 043 671
Available from-National Study of School Evaluation, 2201 Wilson Blvd., Arlington, Virginia 22201 ($8.00 ea.; some sections also sold separately)
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Administrator Evaluation, Curriculum Evaluation, Educational Assessment, Educational Philosophy, *Evaluation Criteria, Evaluators, *Institutional Characteristics, Intermediate Grades, *Junior High Schools, *Middle Schools, *Program Evaluation, School Attitudes, School Community Relationship, *Self Evaluation, Teacher Evaluation
Identifiers-*School Evaluation

Guidelines for self evaluation by middle schools and junior high schools and by visiting committees are outlined in this publication. The guide is divided into 12 sections. The first is the manual, which provides recommendations for implementation and follow-up of the evaluation procedure. The remaining parts consist of guiding principles, forms, and questionnaires to be used in supplying the 11 evaluative criteria: (1) school and community; (2) philsophy and goals; (3) major educational priorities; (4) curriculum design; (5) learning areas; (6) individual faculty data; (7) school staff and administration; (8) student activities program; (9) learning media services; (10) student personnel services; and (11) school plant and facilities. The evaluation program is divided into three parts: the self evaluation performed by the school's faculty over a minimum of one year; an evaluation by a visiting committee during at least a three-day period; and the follow-up study of recommendations and implementation of those found acceptable. (MH)

ED 170 335 TM 008 572

Performance Indicators for Competency Assessment. Competencies Catalogue and User's Guide. A Resource for School Districts Interested in Defining and Testing for Minimal Competencies.

Illinois State Office of Education, Springfield.
Pub Date-15 Dec 78
Note-387p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Basic Skills, Behavioral Objectives, Community Involvement, Community Surveys, *Graduation Requirements, *Minimum Competency Testing, *Performance Based Education, Program Development, School Districts, Secondary Education, State Programs, *State Standards, *Testing Programs
Identifiers-Illinois

This catalogue of student competencies, gleaned from 10,000 competency statements developed by secondary school districts, is designed to allow flexibility at the local level. Districts are free to adopt or modify this set of graduation competencies by following a six-step process: organize, orient a task force, identify priority competency categories, determine needed competencies, prepare a priority list, and secure school district board approval. To facilitate community involvement, an essential feature of the process, three survey instruments are included. Section one of the catalogue is an array of 178 competencies, coded beneath appropriate categories and subcategories. There are ten major categories: reading; writing; listening; speaking; media and communications; computing; family living/health and safety; citizenship; consumerism; and work/career. In section two, 750 performance indicators are arrayed and coded to their corresponding competency. Performance indicators are specific descriptions of the behaviors which prove that a competency has or has not been acquired. The final section of the catalogue presents 192 pages of objective sample test items at least one for each competency. (CP)

ED 170 336 TM 008 580

Dahlgren, Lars Owe

Understanding Students' Understanding. Some Qualitative Aspects of the Process and Outcome of Teaching and Learning at University Level. No. 80.

Gothenburg Univ. (Sweden). Inst. of Education.
Pub Date-Jan 79
Note-16p.; Paper presented at the Annual Meeting of the EARDHE (3rd, Klagenfurt, Austria, January 2-6, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Concept Formation, *Educational Practice, *Educational Research, Effective Teaching, Foreign Countries, *Higher Education, Learning, Learning Processes, *Learning Theories, *Research Methodology, Research Needs, *Teacher Education
Identifiers-Sweden

Two kinds of research groups have evolved in higher education: one devoted to student learning and the other to teacher training. Both groups share a common interest in the development of student thinking and appear to be proceeding along parallel paths, which may be to their disadvantage. At the same time, some researchers in teacher training are attempting to link educational psychology and theories of learning, such as Piaget's work on cognitive development, to their research in order to provide a framework for devising improved teacher training techniques. Researchers at the University of Goteborg, Sweden, have abandoned this linkage and have based their work on the belief that learning must be considered in relation to the content which is the result of learning. They believe that effective teaching employs "cognitive empathy," which means that the teacher understands how students conceive of the principles and concepts in a particular subject. (Author/MH)

ED 170 337 TM 008 650

Fagan, Barbara M. Horst, Donald P.
Selecting a Norm-Referenced Test. ESEA Title I Evaluation and Reporting System. Technical Paper No. 4.
RMC Research Corp., Mountain View, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 76
Note-6p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, *Evaluation Criteria, National Norms, *Norm Referenced Tests, Testing, Test Reliability, *Test Selection, Test Validity
Identifiers-Content Validity

Brief guidelines for the selection of norm referenced tests are offered. Four considerations in selecting an appropriate test are: (1) appropriateness of test content; (2) appropriateness of the norm group; (3) test reliability; and (4) ease of administration. (MH)

ED 170 338 TM 008 653

Koffler, Stephen L.
New Jersey Statewide Minimum Standards: Results from the Program's Second Year. Occasional Papers in Education.
New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.
Pub Date-Aug 78
Note-95p.
Pub Type- Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, *Basic Skills, Educational Assessment, Elementary Secondary Education, Grade 3, Grade 6, Grade 9, Grade 11, Mastery Tests, *Mathematics, *Minimum Competency Testing, *Reading Achievement, State Programs, *State Standards, State Surveys, Testing Programs, Test Results
Identifiers-New Jersey

Results of the second year of the New Jersey Minimum Basic Skills Tests in reading and mathematics, mandated by the New Jersey Public School Education Act of 1975, are summarized. Approximately 397,000 students in grades three, six, nine, and eleven were tested. Results of the tests showed that a smaller percentage of sixth-grade students met statewide standards than any other tested grade, confirming previous state and national findings of decreased performance in the intermediate grades. Other findings showed relationships between student achievement and socioeconomic status, type of community in which the school district is located, and region of the state. Tables summarizing results are included, along with appendices outlining required minimum competencies for each grade, and the procedures used to determine cutting scores. (MH)

ED 170 339 TM 008 654

Maling-Keepes, Jillian
Educational Evaluation: Key Characteristics. ACER Research Series No. 102.
Australian Council for Educational Research, Hawthorn.
Pub Date-76
Note-161p.; Figures may not reproduce well due to small print size
Pub Type- Books (010) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Evaluation, Data Analysis, Data Collection, *Educational Assessment, Educational Objectives, *Educational Programs, *Evaluation Methods, *Evaluators, Formative Evaluation, Information Utilization, Program Development, *Program Evaluation, Research Design, Summative Evaluation

A set of 13 key characteristics is presented as a framework for educational evaluation studies: (1) program's stage of development when evaluator is appointed; (2) program's openness to revision; (3) program uniformity from site to site; (4) specificity of program objectives; (5) evaluator's independence; (6) evaluator's orientation to value judgments on program merits; (7) evaluator's orientation to utilization of his work; (8) attention to program goals; (9) generalizability; (10) formality of control; (11) emphasis on comparison; (12) scope of information collected; and (13) emphasis on interpretation. These characteristics are divided into four groups related to: the program being evaluated; the evaluator's position; questions asked in the evaluation; and evaluation design, and collection and interpretation of information. Each characteristic is further defined by more specific aspects of the evaluation or the program. Eight existing evaluation studies illustrate and compare the application of these characteristics: Neighborhood Benefit Program; Psychiatric Inpatients; Performance Contracting Experiment; Experimental School, Nuffield A-Level Biological Science Project; Mathematics Project; Humanities Curriculum Project; and Educational Extension Agents. An extensive bibliography is appended. (MH)

ED 170 340 TM 008 660

Kugle, C. L.

Data Collection Procedures for the Evaluation of Teaching Program, Phase II. Technical Report No. 5055.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date-Apr 78

Note-48p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Observation Techniques, Data Collection, Evaluators, Grade 5, Intermediate Grades, *Reliability, Research Methodology, *Student Teacher Relationship, *Teacher Behavior, *Teacher Evaluation, *Videotape Recordings

Identifiers-CERLI Verbal Behavior Classification System, Classroom Communication Observational Categories, Classroom Observation Scales, Flanders System of Interaction Analysis, Florida Climate and Controls System, Observation Schedule and Record, Spaulding Teacher Activity Rating Schedule, Teacher Child Dyadic Interaction System (Brophy), Teacher Evaluation Scale

As part of an ongoing investigation of the relationship between teacher behavior and pupil affective and cognitive outcomes, coders practiced recording their observations of existing classroom videotapes in order to determine the amount of interobserver agreement. The videotapes were coded, using seven existing low- to medium-inference classroom observation systems. All coders coded three reliability tapes prior to coding 36 test tapes. The systems used to code the videotapes were the Spaulding Teacher Activity Rating Schedule; Teacher-Child Dyadic Interaction System (Brophy-Good); Observation Schedule and Record Form; Flanders System of Interaction Analysis; Florida Climate and Control Systems; CERLI Verbal-Behavior Classification System; and Classroom Communication Observational Categories. Data on encoding, using two high-inference measures, the Classroom Observation Scales and Teacher Evaluation Scale, were also collected. Tables showing interobserver agreement on the 36 videotapes and coding directions for the observation instruments are appended. (MH)

Baurhenn, Roxanne E. And Others

Effects of Talker's Sex on Discrimination Scores of Normal Hearing Listeners Using CID W-22 Word Lists.

Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (San Francisco, California, November, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiometric Tests, Audition (Physiology), *Auditory Discrimination, *Females, Listening Tests, *Males, *Sex Differences, *Speech Communication, Tape Recordings, *Young Adults

A study was conducted to determine if a difference existed in the discrimination scores of normal hearing subjects when listening to pre-recorded male and female talkers. The talkers were, three females and three males, all native Southern Californians, to control dialectical differences. The listeners were eight females and eight males, aged 18 to 26. Results, at each of four sensation levels, showed that the sex of the listener caused a significant amount of variation in the discrimination scores. Listeners' performances, at each sensation level, also varied according to the sex of the talker. A paired difference t-test was used to eliminate the effect of listener variability in order to test for consistent differences related to the sex of the talkers. Results confirmed that normal hearing listeners show statistically significant differences in discrimination scores at specific sensation levels, depending on the sex of the talker. (MH)

ED 170 342 TM 008 682

Stake, Robert E. Gjerde, Craig

An Evaluation of TCITY: The Twin City Institute for Talented Youth. Report Western Michigan Univ., Kalamazoo. Evaluation Center.

Pub Date-Nov 75

Grant-G007402712

Note-32p.; Reprint of a 1971 report ; Parts marginally legible; Best copy available

Available from-The Evaluation Center, College of Education, Western Michigan University, Kalamazoo, Michigan 49008 ($2.50)

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academically Gifted, Cognitive Development, Creative Development, *Educational Alternatives, Educational Objectives, Field Trips, *Informal Assessment, Open Education, Participant Satisfaction, Program Administration, *Program Evaluation, Senior High Schools, *Summer Institutes, *Talented Students, Teacher Attitudes

Identifiers-Twin City Institute for Talented Youth MN

This evaluation of the Twin City Institute for Talented Youth, a summer program for gifted students in grades 9 through 12, consists of two parts: a description of the program; and the evaluators' assessments, including advocate and adversary reports. Achievement tests were not used for evaluation. Evaluative comments follow each segment of the program description: (1) goals; (2) admission criteria; (3) calendar; (4) course descriptions and activities; (5) field trips; (6) open campus; and (7) student attitudes. Other comments describe reactions of a participating student; collective student ratings; collective faculty evaluation; cognitive and creative outcomes; the institute's impact on Minneapolis schools; and management policy. (MH)

ED 170 343 TM 008 686

Manual for the USES Basic Occupational Literacy Test. Section 2: Development.

Manpower Administration (DOL), Washington, D.C.
Pub Date-72
Note-14p.; For related document, see TM 007 864; Tables may be marginally legible
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, *Adult Basic Education, Adults, *Basic Skills, Complexity Level, Educationally Disadvantaged, Equated Scores, Grade Equivalent Scores, *Item Analysis, Job Skills, *Norms, Test Bias, *Test Construction, Testing, Test Reliability
Identifiers-*Basic Occupational Literacy Test, Test Length

The Basic Occupational Literacy Test (BOLT) was developed as an achievement test of basic skills in reading and arithmetic, for educationally disadvantaged adults. The objective was to develop a test appropriate for this population with regard to content, format, instructions, timing, norms, and difficulty level. A major issue, the use of grade equivalent norms, pinpointed the need for occupational norms instead. Experimental BOLT forms were constructed using revised directions, items, and time allowances from a preliminary tryout. Two or three alternate forms for the four test content areas, at each of four difficulty levels, were used in an item analysis study. The item analysis and selection of forms was conducted for these reasons: (1) to investigate potential bias against geographical, age, sex, or minority groups; (2) to assure comparability in the composition, reliability, and difficulty of alternate forms; and (3) to set an optimum test length. The General Educational Development ratings of occupations were used for interpreting BOLT scores. Interim occupational norms were derived from 22% of each of the reading and arithmetic samples tested for the BOLT item analyses. (CP)

ED 170 344 TM 008 695

Bagnato, Stephen J., Jr. And Others

Perceptions of Developmental Skills (PODS): A Multi-Source Rating Profile of Functional Capabilities for the Preschool Child. Research Edition. A Descriptive Manual.

Pennsylvania State Univ., University Park.
Pub Date-77
Grant-G007402712
Note-38p.; Research prepared by the HICOMP Preschool Project
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Child Development, Cognitive Development, Communication Skills, *Daily Living Skills, Developmental Stages, *Handicapped Children, *Informal Assessment, Perception, *Preschool Children, Preschool Education, Problem Solving, Psychomotor Skills, *Rating Scales, Screening Tests, Self Care Skills, Social Development
Identifiers-*Perceptions of Developmental Skills

The Perceptions of Developmental Skills (PODS) Profile is a rating scale designed to keep standardize and profile subjective perceptions of adults who have frequent contact with handicapped preschool children. It is intended to complement, rather than to replace, standardized developmental assessment procedures, by integrating a diagnostic sequence of screening, identification, assessment, and individual programing. PODS is used to rate functional skills in four developmental areas: (1) communication; (2) social-emotional adjustment; (3) physical development; and (4) cognitive development. Included in this document are a PODS profile sheet and PODS rating scales for each subdomain of the four major developmental skills. Scores are derived for communication, own-care, physio-motor, and problem solving skills, as well as a developmental summary. Criteria for assigning ratings from 0 to 7 are provided. (MH)

ED 170 345 TM 008 711

Daillak, Richard And Others

Studies of School Evaluation Practice.

Pub Date-31 Mar 78
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Decision Making, Educational Practice, Elementary Secondary Education, Evaluation Needs, Evaluators, Experimental Programs, *Information Utilization, Program Administration, *Program Evaluation, Research Utilization
Identifiers-Elementary Secondary Education Act Title IVC

To examine the impact of program evaluation information upon decision making, case studies were conducted of five different programs: (1) a diagnostic teaching kindergarten program (K-LEAD), funded under the Elementary Secondary Education Act (ESEA) Title I; (2) Project MORE, an ESEA Title IV-C funded junior high school program dealing with school failure, discipline, and truancy; (3) an individually guided education program designed to improve achievement and morale; (4) a career education program orientation toward the world of work a Title IV-C project involving an entire high school; and (5) an innovative bilingual education program using the language experience approach at the elementary school level. Interviews were conducted with key staff who were involved in each of these program evaluations. The results indicated that the evaluation data tended to have influence, but not absolute impact, upon the decisions made by local program staff. Since program directors were typically the key decision-making audience for the evaluations, their relationships with the evaluators were very important. It was suggested that evaluators should provide information that is useful to program directors, in order to encourage utlization of the evaluation results. (GDC)

ED 170 346 TM 008 729

Osborn, William C. Ford, J. Patrick
Research on Methods of Synthetic Performance Testing. Final Report.
Human Resources Research Organization, Alexandria, Va.
Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No.-HumRRO-FR-CD(L)-76-1
Pub Date-Apr 76
Contract-DAHC-19-74-C-0059
Note-101p.; Parts of appendices may not reproduce clearly
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults, Group Tests, Intelligence, Job Analysis, *Job Skills, *Knowledge Level, Mastery Tests, Military Personnel, *Performance Tests, Postsecondary Education, *Psychomotor Skills, Simulation, *Task Performance, Test Construction, Testing, Testing Problems, *Test Validity

A synthetic performance test is a job performance test that has been degraded to some degree in the range of tasks covered or in the fidelity of stimulus/response features. Since further development is needed before synthetic performance testing is valid and efficient, this research project focused on three objectives: to (1) identify problems hindering test efficiency; (2) develop a tentative model of synthetic testing procedures; and (3) explore portions of the model experimentally. Two sources of difficulty in developing efficient performance tests were identified: task conditions and task behavior; synthetic test methods were suggested as appropriate for certain task conditions. A model was developed for synthetic testing, in which a task was characterized in three dimensions behavioral, skill, and affective. Type of task, task element sampling, and testing method were included as elements of the model. The model was pilot tested by knowledge testing of low-skill tasks as well as synthetic testing of skilled psychomotor tasks; both tasks involved pistol firing. Results indicated that the model is promising. (A sample test for telephone installers is appended). (Author/GDC)

ED 170 347 TM 008 730

Citizenship. A Statewide Assessment in Texas.

Texas Education Agency, Austin.

Pub Date-78
Note-85p.; For related documents, see TM 008 732 ; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Attitude Tests, *Citizenship, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Performance Factors, *Political Attitudes, *Political Science, *Social Attitudes, State Programs, Student Attitudes, Student Characteristics, Testing Programs
Identifiers-Texas, *Texas Assessment Project

Citizenship test items developed by the National Assessment of Educational Progress were administered to a large sample of 9, 13, and 17-year old students, as part of the Texas Assessment Project. The knowledge and attitudes assessed fell into three categories: (1) political knowledge: constitutional rights, governmental structure, governmental function, and general knowledge; (2) political attitudes: constitutional rights, political processes, and necessity for law; and (3) social attitudes: equal opportunity and respect for others. The resulting data are presented in terms of the percentage answering correctly for each age group. Data are also presented according to each of the following subpopulations or factors: geographic region; type of school district (rural, urban, etc.); school district size; school district expenditure per student; racial or ethnic group; sex; family income; and language spoken at home. (The 101 items administered to the students are included in the appendix.) (GDC)

Barrios, Billy A.

The Applicability of Single Subject Designs for Research on Coping Skills Training.

Pub Date- 78
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anxiety, Behavior Change, *Case Studies, *Coping, *Educational Programs, Program Evaluation, *Research Design, *Skill Development
Identifiers-*Single Subject Designs

The suitability of single subject designs for research on coping skills training is discussed. Such training programs teach the individual an active skill for dealing with anxiety-provoking situations. Several research strategies are reviewed, with a discussion of their major assumptions and their potential for testing for generalized effects: (1) reversal, or withdrawal of the treatment condition; (2) simultaneous treatment, in which different interventions are compared; (3) changing criterion, in which stepwise change in behavior is associated with each phase of treatment; and (4) multiple baseline, in which baseline data are first stabilized on several subjects; the behavior of the experimental subject does not change until he or she is exposed to the treatment condition. It is concluded that the multiple baseline design is the most appropriate strategy for single subject coping skills training. (Author/GDC)

Cascio, Wayne F. Silbey, Val
The Utility of the Assessment Center as a Selection Device.
Pacific Training and Technical Assistance Corp., Berkeley, Calif.
Spons Agency-System Development Corp., Santa Monica, Calif.
Pub Date- 78
Note-33p.; For related documents, see TM 008 523-524 and 526-528
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Evaluation, *Administrator Selection, *Costs, *Evaluation Methods, *Job Applicants, *Personnel Selection, Predictive Validity, Simulation, Task Performance
Identifiers-*Assessment Centers

Psychometric evaluations of the assessment center method of personnel selection have consistently shown positive results. However, this approach ignores certain external parameters (e.g., selection ratio, cost of the procedure) which largely determine the overall utility of a selection device. Moreover, the psychometric evaluation approach ignores the systemic nature of the selection process. Utility theory attempts to overcome these deficiencies by placing primary emphasis on the outcomes of prediction, rather than on measurement and prediction per se. The utility of the assessment center was evaluated by means of the Brogden-Cronbach-Gleser continuous variable utility model. After specifying several cost assumptions, six parameters were varied systematically: the validity and cost of the assessment center; the validity of the ordinary selection procedure; the selection ratio; the standard deviation of the criterion; and the number of assessment centers. The largest impacts on assessment center payoff were exerted by the size of the criterion standard deviation, the selection ratio, and the difference in validity between the assessment center and the ordinary selection procedure. Even assessment centers with validities as low as .10 still showed positive gains in utility over random selection. (Author/MH)

ED 170 350 TM 008 760

Hocevar, Dennis

The Development of the Creative Behavior Inventory (CBI).

Pub Date- Apr 79

Note-15p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (April 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement, *Creative Activities, *Creativity, *Creativity Tests, Evaluation Criteria, Higher Education, Talent Identification, *Test Construction, Testing, Test Reliability, Test Validity

Identifiers-*Creative Behavior Inventory

To compile a list of activities and achievements considered as creative by laymen, 239 graduate and undergraduate students named their three most creative accomplishments and activities in each of six areas: mathematics and science; music; fine arts; performing arts; literature; and miscellaneous. This resulted in a 198-item list, which was rated from 1 (least creative) to 11 (most creative) by another group of 50 college students. Ninety items were retained those with a mean creativity rating of over 5.7, and those with a standard deviation below 2.7 (indicating reliability of judges ratings). The number of times the activity occurred during adolescence and adulthood was rated, with the exclusion of activities required as part of required school coursework. Six subscales were identified: fine arts; crafts; literature; music; performing arts; and mathematics-science. Internal consistency reliability ranged from .63 to .89. Three subscales and fifteen miscellaneous items did not meet the standards for reliability and discriminant validity. (Each subscale and the 90-item inventory are appended.) (GDC)

ED 170 351 TM 008 766

Spencer, Mary L. And Others

Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.
Spons Agency-System Development Corp., Santa Monica, Calif.
Pub Date-13 Oct 75

Note-96p.; For related document, see TM 008 749
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Basic Skills, Compensatory Education Programs, *Evaluation Criteria, *Functional Illiteracy, *Functional Reading, Intermediate Grades, Junior High Schools, Literacy, Program Effectiveness, *Reading Tests, *Test Reviews, *Test Selection
Identifiers-Adult Performance Level, Basic Skills Reading Mastery Test, Elementary Secondary Education Act Title I, Fundamental Achievement Series, National Assessment of Educational Progress, New York State Basic Competency Test in Reading, Reading Everyday Activities in Life, Test of Adult Functional Competency

As part of the development of a functional literacy test for fourth through eighth grade children in Title I compensatory education programs, this report enumerates a set of criteria for selecting appropriate tests. The criteria are grouped into six categories: (1) test background; (2) psychometric quality; (3) examinee appropriateness; (4) normative standards; (5) administrative usability; and (6) interpretation. The six tests reviewed as potential instruments are the Adult Performance Level Test, Basic Reading Skills Mastery Test, Fundamental Achievement Series, National Assessment of Educational Progress, New York State Basic Competency Test, and Reading/Everyday Activities in Life. None of these tests meets all the criteria. Alternative solutions proposed include developing a new test, or constructing a test using parts of existing instruments. (MH)

ED 170 352 TM 008 773

Paden, Jon S.

The Role of Evaluation in a Mission Oriented Foundation.

Charles F. Kettering Foundation, Dayton, Ohio.
Pub Date-Apr 79
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, *Formative Evaluation, *Foundation Programs, *Individualized Programs, Information Utilization, *Nonprofit Organizations, Organizational Communication, Organizational Effectiveness, Program Budgeting, Program Development, Program Evaluation, *Program Validation
Identifiers-*Kettering Foundation

The programs and projects of the Charles F. Kettering Foundation are outlined, and its attitudes toward evaluation are discussed with particular emphasis on the evaluation of an individually guided education project, developed by the Institute for Development of Educational Activities to promote instructional change. The Kettering Foundation, a nonprofit, philanthropic foundation, often in cooperation with other agencies, develops programs to solve long-range social and scientific problems including education, urban affairs, and world food supply. Program evaluations address the validity of the program's goals, assess its implementation, and suggest improvements. The evaluations differ according to each situation, and use recognized experts or consulting personnel. An evaluation may be stopped if it is felt that it will not yield useful information. Six steps are described to evaluate the individually guided education (IGE) program: (1) specify outcomes; (2) refine change strategies; (3) analyze training techniques that foster change; (4) develop teacher training materials; (5) identify cooperating agencies; and (6) train agency workers. The foundation encourages the continuous evaluation of its projects, and learning from mistakes. (Program appropriations in 1977 and 1978; names of trustees, officers, and advisory committee members; and objectives of the IGE program are appended). (GDC)

Lai, Morris K.

Rules of Thumb from the Literature on Research and Evaluation.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation Methods, *Research Criteria, *Research Methodology, *Research Problems, *Testing

Practical advice on frequently asked questions dealing with research and evaluation methodology is presented as rules of thumb, with citations to the author's sources. A statement in the literature is considered a rule of thumb if it meets one of the following criteria: (1) it is specifically called a rule of thumb; (2) it contains numbers in place of algebraic symbols; or (3) it contains a reference to previous successes using a particular level. The rules included here deal with article title, budgeting for research staff, test difficulty and discrimination, distribution, significance, Fisher test, reliability of gain scores, interrater reliability, item construction, testing time, response rate, observation, sample size, sampling, skewness, test wiseness, test-retest reliability, and test revision. (MH)

ED 170 354 TM 008 782

Williams, John D. Wali, Mohan K.

Missing Cells and a Curious Case of Degrees of Freedom.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Spons Agency-Bureau of Mines (Dept. of Interior), Washington, D.C.
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Analysis of Variance, Control Groups, Experimental Groups, Hypothesis Testing, Mathematical Models, *Matrices, *Research Design, *Sampling, Statistical Studies
Identifiers-*Incomplete Block Designs

A solution is proposed for analysis of variance procedures with missing cells, such as may occur when a control group is not assigned to any of the rows or columns of the various experimental groups. Mathematical models for two-way design are presented which define several variables; as well as row effect, column effect, and row and column effects. Full rank models, also recommended for disproportional data, are also presented. Restricted models are used to test hypotheses; this is also illustrated after dropping a vector. Two examples are described in which this research design may have educational applications: (1) the experimenter has a two-way treatment classification procedure, but the true control group is administered neither of the treatment combinations; or (2) cultural bias may be accounted for when a test is more fair in particular geographic areas; distances from these areas are represented in diagrams. (Author/GDC)

ED 170 355 TM 008 785

Hunt, Dennis Randhawa, Bikkar S.

Personality Factors and Instructional Methods

Pub Date- Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, *Academically Gifted, *Academically Handicapped, *Factor Structure, *Individual Characteristics, Individual Differences, Junior High Schools, Personality Assessment, *Predictor Variables, *Sex Differences, Teaching Methods

Identifiers-Childrens Personality Questionnaire

The Children's Personality Questionnaire (CPQ) was administered to 23 academically handicapped children (mean IQ, 79) and 35 academically gifted students (mean IQ, 147). The CPQ measures 14 distinct personality factors; data on these variables were analyzed using a 2 x 2 (academic ability x sex) analysis of variance design. A stepwise discriminant analysis investigated which combination of variables discriminate between the ability groups. Further discriminant analyses were also conducted, excluding personality factor B, the intelligence factor. Sex differences were found on eight factors; for this sample, an 83% accurate prediction for sex grouping could be made from the devised discriminant function. In addition to the significant ability group differences on the intelligence factor, differences were found on four other factors: emotional stability, assertiveness, enthusiasm, and boldness. Some interactions among personality factors and sex were also noted. It was suggested that various personality types can be taught effectively by increasing the structure in the learning environment for academically handicapped students, while reducing it in groups of gifted students. (GDC)

ED 170 356 TM 008 791

Keck, Jonathan W. And Others

Efficacy of Cognitive and Noncognitive Measures in Predicting Clinical Performance of Residents.

Pub Date- Apr 79

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979) ; Tables may be marginally legible due to small type

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Admission Criteria, Affective Objectives, *Cognitive Ability, *Graduate Medical Students, Graduate Surveys, Higher Education, *Individual Characteristics, Occupational Tests, Predictive Validity, *Predictor Variables, *Success Factors, *Task Performance

Identifiers-Resident Evaluation Form

An attempt was made to determine the increase in predictive efficiency attained by adding noncognitive to cognitive variables to predict clinical performance of medical school graduates in residency training. Fifty-six graduates, 45 males, and 11 females, in 33 reading programs representing various specialties, were evaluated by supervisory physicians. Cognitive measures included assessment of students' progress in mastering factual elements of the medical curriculum, undergraduate grade point averages, and total scores on parts II and III of the National Board of Medical Examiners (NBME). Noncognitive predictors, derived from Holland's Self Directed Search (SDS), assessed interest in and aptitude for realistic, investigative, artistic, social, enterprising, and conventional types of occupations. Other noncognitive predictors were provided by the scales for autonomy, complexity, and theoretical orientation of the Omnibus Personality Inventory (OPI), and by the scores physicians gave applicants after admission interviews. Performance predictors, composites of cognitive and noncognitive factors, consisted of ratings on characteristics such as attitude, peer relations, medical information, skills, maturity, and patient rapport. Results indicated that a combination of cognitive and noncognitive predictor variables was a better predictor of physicians' postgraduate clinical performance than any individual variable or any one specific class of variables. (MH)

ED 170 357 TM 008 797

Hamilton, Stephen F.
Evaluating Experiential Learning Programs.
Pub Date-Apr 79
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizenship, Educational Assessment, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Experiential Learning, Field Experience Programs, Higher Education, Measurement Techniques, *Program Evaluation, *Research Design, Secondary Education, *Work Experience Programs

Suggestions for evaluating experiential learning programs, especially the effects of various forms of experiential learning on different types of learners, are discussed. Evaluation designs currently in use involve a four-tier hierarchy: (1) participant responses; (2) use of measurement instruments; (3) attribution of measurable effects to a particular program; and (4) attribution of particular effects to various properties of a program. The author believes there has been little success in tiers three and four of the hierarchy. Recommendations for future evaluation studies at level four are proposed, including the development of measurement instruments and research design. Types of needed measurement instruments include developmental interviews and direct observations of behavior. Research design recommendations apply to programs with specific objectives, and include use of pilot programs, contrived experiments in which programs are specifically developed for evaluation purposes, and researcher-program staff cooperation to plan programs which can be evaluated experimentally. Questions to be addressed in developing the research design concern learner characteristics and school performance, and whether students are participating in adult-directed activities, or in student directed programs in order to achieve student-initiated goals. (MH)

Fish, Owen W.

An Analysis of the Evaluation Data When ESEA, Title I Evaluation Models A1 and A2 are Empirically Field Tested Simultaneously.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, *Comparative Testing, Compensatory Education Programs, *Criterion Referenced Tests, Elementary Education, *Evaluation Methods, Models, *Norm Referenced Tests, Program Evaluation, *Reading Achievement, Test Validity
Identifiers-*Elementary Secondary Education Act Title I, Normal Curve Equivalent Scores, *RMC Models

Two ESEA Title I evaluation models developed by the Resource Management Corporation (RMC), were field tested simultaneously with 560 Title I reading students, grades 2-8. Measuring instruments for models 1 and 2 were, respectively, the California Achievement Test (reading vocabulary section), a norm-referenced test; and the Tarmac Reading Inventory, a criterion referenced test. Both models measured achievement gains in the same sample of students by converting test data into a common metric called normal curve equivalents (NCEs). A 3.5 NCE difference between the models would indicate educational significance. It was determined that, with the exception of grade 2, both models were measuring the same reading skills. Results obtained under both models, although not identical, were within 1 or 2 NCE points of each other; grade 2 was a notable exception (11.7 NCE difference). Results thus support RMC's position that the criterion referenced model is an effective evaluation model and yields comparable evaluation data. It was also noted that the criterion referenced model will result in reduced testing and monetary savings in large school districts. (CP)

ED 170 359 TM 008 811

Wax, Murray Wax, Rosalie

Anthropological Fieldwork: Comments on its Values and Limitations.

Pub Date-Jan 79

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anthropology, Educational Anthropology, Educational Researchers, *Ethnography, *Field Studies, Personal Values, *Research Methodology, *Research Problems, Social Science Research

Anthropological fieldwork is characterized as the most human methodology of the social sciences. Fieldwork brings the researcher into intimate relationships with the host people and facilitates perception of the unexpected activity of general social processes and understanding the initially perplexing conduct of the hosts. Fieldwork also has natural limitations. It is a methodology most easily used by either an individual or a small nuclear family and is most easily applied to small natural wholes, such as isolated groups. During the past generation there have been attempts to adapt fieldwork to the study of institutions or systems within modern urban society, using large research teams, with complex divisions of labor. Findings, particularly in relationship to research on schools, are encouraging, but reveal significant methodological difficulties. It is too early to tell how successful researchers will be in adapting the fundamental principles of fieldwork to the study of social entities in modern urban society. Because of the human values which it exemplifies the human quality of the interaction, fieldwork will continue to be an important member of the system of techniques employed by social scientists. (Author/MH)

ED 170 360 TM 008 812

Finley, Carmen J.

Assisting School Districts in Upgrading or Establishing Evaluation Capabilities.

Pub Date-10 Apr 79

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Delivery Systems, *Educational Assessment, *Educational Improvement, Evaluation Methods, *Evaluation Needs, Information Networks, Information Utilization, *Inservice Programs, Needs Assessment, *Program Evaluation, Research Skills, *School Districts, School Personnel, State Programs

Identifiers-California, *California Evaluation Improvement Project

The California Evaluation Improvement Project (EIP) was initiated to improve evaluation skills of educators through in-service training and to improve the use of evaluation data for program improvement by local education agencies. Four aspects of EIP are discussed: (1) determining evaluation needs; (2) selecting an appropriate service delivery method; (3) delivering the service; and (4) evaluating the effectiveness of the assistance. It was determined that evaluation needs centered on determining the purposes of evaluation; developing a plan; selecting or developing assessment instruments; collecting and analyzing data; reporting results; and applying the findings. Eight county offices of education, established as a network of EIP centers, provided delivery service to local education agencies by offering in-service training. Recipients of in-service training ranged from local education agency middle management personnel to parents, teachers, and members of boards of education. Follow-up studies on the effectiveness of the EIP showed favorable results. (Results of the survey of program participants, including comments offered, are included). (MH)

ED 170 361 TM 008 815

Pepin, Andrew J. Korb, Roslyn

A Study of Cognitive and Noncognitive Characteristics as Predictors of High School Seniors' Early Postsecondary Educational Activities.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) -- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aptitude, *Cognitive Ability, *College Attendance, *College Bound Students, Followup Studies, Grade Point Average, Graduate Surveys, High School Graduates, Locus of Control, Longitudinal Studies, National Surveys, Postsecondary Education, *Prediction, *Predictor Variables, Self Concept, Senior High Schools, Seniors, *Student Characteristics
Identifiers-*National Longitudinal Study High School Class 1972

Data from the National Longitudinal Study of the High School Class of 1972 were used in a study to investigate the relative effectiveness of high school grades and standardized aptitude test scores, together with demographic characteristics, in predicting early postsecondary educational activity of high school seniors. Self concept and locus of control were also included to determine whether improved prediction would result. Demographic characteristics included sex, race, and socioeconomic status. Students' postsecondary activity was classified as: (1) those enrolled in college; (2) those never enrolled in postsecondary education; (3) those enrolled in postsecondary education but not in college; and (4) those not participating in any educational activity. Membership in one of the groups was used as the criterion in several multiple discriminant analyses, performed with different subsets of the cognitive, noncognitive, and demographic variables. Results indicated that aptitude was the best single predictor of early postsecondary activity. When an individual's aptitude was unknown, grade point average was the next best single predictor. Aptitude and grade point average together were the best combination of predictors. Race, without aptitude results, was not a predictor, and neither self concept nor locus of control were effective predictors. (MH)

ED 170 382 TM 008 820

Greene, Jennifer C.
Class Effects in ATI's.

Pub Date-Apr 79
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Academic Aptitude, Classroom Environment, Classroom Research, *Decision Making, Intermediate Grades, Learning, Locus of Control, Performance Factors, *Research Design, Self Esteem, Student Characteristics, Student Interests, *Student Motivation, *Student Role
Identifiers-*Aptitude Treatment Interaction

Selected results from an aptitude-treatment interaction (ATI) study illustrate the importance of including class analyses in ATI research. The interactive effects of motivational aptitude (including locus of control, academic self confidence, and interests) and cognitive aptitude (as measured by a learning task and the Lorge-Thorndike verbal and nonverbal intelligence tests) on learning performance and on motivation were investigated in entire fourth and fifth grade classes. In one treatment, students completed workbook activities according to a structured schedule. In the other treatment, they were allowed to choose time periods, within a two-week period, to complete the work; and to complete it in any order they chose. Both treatments were administered to the classes studied. Simple regression analyses on selected aptitude-outcome pairs were conducted by treatment across all subjects, by treatment within each class, and by treatment between classes (using half-class means). Results generally indicated that classes having high ability and high academic self confidence benefitted from choosing their activities, while low ability, and low confidence students performed better in structured situations. Considerable variation between classrooms was also found. (Implications for future research and methodologies are discussed). (Author/GDC)

ED 170 363 TM 008 821

Kelley, Paul R.

Combined Common Person and Common Item Equating of Medical Science Examinations.

Pub Date-11 Apr 79

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979) ; Figure 1 may be marginally legible due to type

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, Complexity Level, *Equated Scores, *Family Characteristics, Goodness of Fit, Longitudinal Studies, *Measurement Techniques, Occupational Surveys, Student Ability, Test Items

Identifiers-*National Board Examinations, Rasch Model

This equating study of the National Board of Medical Examiners Examinations was a combined common persons and common items equating, using the Rasch model. The 1,000-item test was administered to about 3,000 second-year medical students in seven equal-length subtests: anatomy, physiology, biochemistry, pathology, microbiology, pharmacology, and behavioral science. Scores were equated through common items to those on a similar reference examination administered previously to approximately 8,500 second-year students. Although scores are reported for each of the seven subtests, pass or fail decisions toward certification are based only on the total score. Items on the previously administered reference subtests were calibrated and equated by shifting the item difficulties to a common scale such that each test would produce the same estimate of ability for the sample tested, resulting in a mean ability score of zero for the examinees. Current test items were also calibrated; link analysis indicated differences in current and reference test items. Item difficulties were then adjusted to equate the current examination to the reference test. (A second equating study is also described). (GDC)

ED 170 364 TM 008 823

Bell, Anita I.

A Comparison of Three Equating Procedures on the Certifying Examination for Primary Care Physician's Assistants.

Pub Date-11 Apr 79
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Statistics, *Complexity Level, *Educational Trends, *Equated Scores, Item Analysis, Multiple Choice Tests, *Norms, Performance Tests, *Physicians Assistants, Postsecondary Education, Raw Scores, Standards, Test Items, *Work Sample Tests
Identifiers-*Primary Care Physicians Assistants Certifying Exam, Rasch Model

An equating study was conducted on the Certifying Examination for Primary Care Physician's Assistants to compare the ability of current examinees with the standardization group and to determine if current test items are more difficult than previous items. Using 46 common items from the multiple choice section, the 1978 exam was equated to the 1976 version by four methods: Rasch, linear raw, linear short-cut, and traditional item statistics. Raw scores for the current examination, scored traditionally and equated to the 1976 test by the four methods, reflect the fact that current examinees performed better on the 46 common items than the reference examinees. Only the Rasch model however, was able to confirm that items on the current test were more difficult. This model can be used to determine whether or not examination standards should be raised as training programs improve. (CP)

ED 170 365 TM 008 841

Roid, Gale And Others

Item Writing for Domain-Based Tests of Prose Learning.

Pub Date-Apr 79
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, *Complexity Level, *Criterion Referenced Tests, Elementary Education, *Multiple Choice Tests, *Prose, Reading Comprehension, *Test Construction, *Test Items, Test Reliability, Test Validity
Identifiers-Distractors (Tests), Domain Referenced Tests

Differences among test item writers and among different rules for writing multiple choice items were investigated. Items testing comprehension of a prose passage were varied according to five factors: (1) information density of the passage; (2) item writer; (3) deletion of nouns, as opposed to adjectives, from the sentence in order to construct the item; (4) verbatim versus paraphrased use of keywords; and (5) use of an algorithm for choosing foil words (distractors) versus item writer's choice of foil words. Two dependent variables were examined: item difficulty, and variability of item difficulty across item writers for a particular technique. Test forms contained multiple choice items on a 1,000-word prose passage. One form was administered as a pretest, and a different form was administered as a posttest after instruction (reading the passages); subjects were 423 third to sixth grade students. Results indicated that passage density led to increased difficulty, particularly when freedom in foil construction was allowed; and that it produced bias in item writers in spite of other efforts to minimize bias. Variability of item difficulty across different writers was reduced when algorithms for writing linguistic-based items were used. (GDC)

Campbell, Noma Jo Grissom, Stephen
Influence of Item Direction on Student Responses in Attitude Assessment.
Pub Date- Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Tests, *Attitude Tests, Higher Education, *Rating Scales, *Response Style (Tests), School Attitudes, Self Concept Tests, Student Attitudes, *Student Reaction, *Test Construction, *Test Items, Test Reliability

To investigate the effects of wording in attitude test items, a five-point Likert-type rating scale was administered to 173 undergraduate education majors. The test measured attitudes toward college and self, and contained 38 positively-worded items. Thirty-eight negatively-worded items were also written to parallel the positive statements. Correlations between scores on the parallel items were significant for 27 of the 38 item pairs, and ranged from .43 to .01, with a median correlation of .22. The reliabilities of total and subscale scores were above .80, with higher reliabilities noted for the negatively oriented scales. Factor analysis of the 76 items yielded an eight-factor solution; eight of the items did not load significantly on any factor and seven items loaded on two factors. The positive and negative items loaded positively on different factors on four out of eight factors, indicating that the item format influenced student responses. There was little evidence of bipolarity. Negative loadings were present, but for the most part, small. It was concluded that scoring negatively-oriented attitude test items by reversing the scoring procedures used for positive items may not yield a valid measure of the attitudes tested. (GDC)

Fagan, Robert

A Functional Approach to Analyzing Treatments in ATI Reearch.

Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aptitude, *Data Analysis, Educational Research, *Intervention, *Learning Processes, Models, Program Effectiveness, *Research Design, *Research Problems
Identifiers-*Aptitude Treatment Interaction

A persistent problem in aptitude-treatment interaction (ATI) research has been the need for a better conceptualization of instructional treatments. The concerns are important in the analysis of instructional treatments: the importance of considering the psychological processes called upon by the instructional treatment, and the ecological validity or generalizability of the treatment. Gagne suggests eight functions of instruction which describe the situation, involving: motivation objectives; attention, recall or prerequisite knowledge, learning guidance, retention, transfer of training, performance, and feedback. These functions are discussed in relation to questions a researcher might ask under each of two conditions: (1) when selecting aptitudes, given that treatments have already been selected; or (2) when selecting or developing treatments, given that aptitudes have been decided upon. The final system of the paper addresses the benefits that ATI research might derive from studies that examine the functions of instruction. This approach would help ATI researchers focus on the nature of the psychological processes called upon in the treatment situation; narrow the field of relevant aptitudes; and determine relevant outcome and outcome variables. (Author/GDC)

ED 170 368 TM 008 857

Grotberg, Edith H.

The Federal Government and the Protection of Research Subjects: Implication for Educational Research.

Pub Date-10 Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association, (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) ; Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Advocacy, *Educational Research, Educational Researchers, Elementary Education, Experimental Groups, Federal Legislation, *Federal Regulation, Guidelines, *Legal Problems, Moral Issues, *Research Problems, *Student Rights

Identifiers-*Human Subject Research

Regulations for the protection of human subjects have been introduced by the Federal government to try to mediate among the different special interest groups seeking or resisting regulations affecting the conduct of research. Educational researchers have been particularly resistant to regulations. The risks in conducting educational research are real, and the solutions are not yet provided. Educational research involving children presents some special problems which are being addressed by recent additions to the original regulations. Risks to children include overtesting, labeling, creating dependency upon the researcher, expecting or forcing continued participation, misusing findings, overusing research subjects, not identifying treatment, asking inappropriate questions, showing more concern for the data than for the subjects, and using dangerous techniques. The growing authority of institutional review boards, the increased power of gatekeepers of data, federal additions and interpretations to the regulations, and the increased number of related court decisions contribute to current problems and issues relating to the protection of research subjects. (Author/MH)

ED 170 369 TM 008 949

Lindvall, C. Mauritz

Basic Considerations in Assessing the Validity of Evaluation Designs.

Pub Date- Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, Educational Research, *Evaluation, *Evaluation Methods, Information Utilization, *Research Design, Research Methodology, *Validity

Evaluation studies on educational questions attempt to provide answers in the form of conclusions or inferences which are derived from the information collected. Valid inferences are a result of careful research design for the study, and may be causal, descriptive, value-oriented, or probabilistic. Basic steps in designing an evaluation study are suggested: (1) developing examples of each type of inference which will result; (2) identifying major components of each inference; (3) specifying the validity concerns of each component; and (4) planning the study so that inferences will be defensible against claims of invalidity. Types of validity applicable to evaluation studies include content validity, construct validity, internal validity, population validity, and ecological validity. (MH)

House, Gary D.

A Comparison of Title I Achievement Results Obtained Under USOE Models A1, C1 and a Mixed Model.

Pub Date-12 Apr 79
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Achievement Gains, Age Differences, Arithmetic, Comparative Statistics, Educationally Disadvantaged, Elementary Education, *Equated Scores, *Evaluation Methods, *Mathematical Models, Program Effectiveness, Reading Comprehension, *Remedial Programs, Research Design, *Test Interpretation
Identifiers-*Elementary Secondary Education Act Title I, Missouri (Saint Louis), Saint Louis Public Schools MO

The equivalency of achievement results obtained under Title I evaluation models A1 and C1 was examined. Data were reading comprehension and arithmetic scores on the Iowa Tests of Basic Skills, administered to fourth, sixth, and eighth grade students in St. Louis, Missouri. The St. Louis Public Schools had traditionally used Model A1, a pretest-post test design in which the pretest is not used for selection. Model C1 is the regression-projection model in which only data on students identified as eligible and served by a program are used to assess the impact of Title I programs against a statistical expectation. The expectation is derived from a no-treatment group containing pupils who were eligible, but scored above the cutting score for selection, and were not served by the program. Results indicated, among other findings, that Model C1 produced higher estimates at grade 4, while Model A1 produced higher estimates at grades 6 and 8. The results also raised questions about the selection criteria used to identify program participants. Although the models were not found to be different, definite conclusions could not be drawn about their equivalence. (Two brief post hoc studies, using non-Title I pupils and a mixed model, are appended). (GDC)

ED 170 371 TM 008 961

Gilmer, Jerry S.

The Effects of Immediate Feedback Versus Traditional No-Feedback in a Testing Situation.

Pub Date-12 Apr 79

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Answer Keys, Answer Sheets, *College Students, Complexity Level, *Feedback, Higher Education, *Low Achievement Factors, Multiple Choice Tests, Student Ability, Student Testing, Test Items, *Test Results

Identifiers-*Test Anxiety

Sixty college students from classes in educational measurement were divided into two groups. Each group was administered the same criterion test except that one group received feedback after every item and the other received no feedback. The students were also divided into three ability levels. Each test item was classified two ways; by item difficulty, and taxonomy (cognitive skill) classification. Scores for feedback students were significantly lower than the scores for no-feedback students. There were no interactions involving the feedback variables. These results are consistent with some published research and inconsistent with others. Although anxiety was not a variable in this study, examination of other research tends to support a relationship between feedback effects and anxiety. The combination of higher anxiety and immediate feedback appears to be associated with lower performance, especially in low ability students. (Author/MH)

Tittle, Carol Kehr

Exploration Validity in Interest Measurement.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Exploration, *Career Opportunities, Equal Opportunities (Jobs), Females, *Interest Tests, Intervention, *Sex Fairness, Sex Role, *Test Interpretation, *Test Validity, Vocational Counseling, *Vocational Interests, Working Women

This overview of women in the work force indicates the need for increased attention to the career development of women and their attainment of equal status in the world of occupations and work. Continuing occupational segregation and salary differentials, sociological analysis of the male bias in occupational status analyses, psychological evidence on barriers for women, and limited relationships between expressed and inventoried interest, all argue for a focus on exploration validity rather than predictive validity for interest inventories. Further, this focus views interest inventories as part of an intervention (treatment), and suggests additional criteria for studies of the effects of interventions. Recent studies of effects and the criteria used in them are reviewed. Additional criteria are needed to provide for the articulation of educational, occupational, marriage, parenthood and homemaker roles. (Author/MH)

Abu-Sayf, F. K.

Evaluation Checklist for an Instructional Program: Task Definition.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Assessment, Educational Programs, *Evaluation Criteria, Evaluation Methods, *Instructional Programs, Models, Program Effectiveness, *Program Evaluation, Research Methodology

A progmatic model consisting of four dimensions for identifying components to be evaluated in various instructional programs is described. In the first dimension, major categories of any instructional program are identified: (1) appropriateness; (2) history; (3) objectives; (4) methodology; (5) evaluation procedures and (6) effectiveness. Components (1)-(3) are categorized as input, (4) and (5) as operations, and (6) as output. The second dimension concerns the populations involved in the evaluation: students, teachers, administrators, and the community. The third dimension describes three operations to be carried out during the evaluation study: definition, analysis, and suggestions. The final dimension suggests two approaches to the collection of information: research and description. Definitions of the evaluation components are elaborated upon. (Author/MH)

ED 170 374 TM 008 969

Woolfolk, Anita E.

The Eye of the Beholder: Methodological Considerations When Observers Assess Nonverbal Communication.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 19779)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Classroom Observation Techniques, *Cultural Differences, Cultural Factors, *Experimenter Characteristics, *Measurement Techniques, *Nonverbal Communication, *Reliability, Research Problems, Sex (Characteristics), *Sex Differences

Findings from several recent studies suggest that the gender, cultural background and age of observers may influence their perception and evaluation of nonverbal communication. There is ample evidence to warrant using raters of only one sex (preferably female) and only one cultural background when the rating task involves decoding nonverbal communication. An alternate strategy would be to include rater gender or ethnicity as an independent variable. This paper discusses the conditions under which characteristics of raters may influence the decoding of nonverbal messages and describes strategies for overcoming these problems. Since many studies utilize observers or raters to assess nonverbal communication, without taking into account possible systematic differences in their responses to the task, significant interactions between rater characteristics and the independent variables under investigation frequently may go undetected. (Author)

ED 170 375 TM 008 971

Cooper, James M. Jones, Howard L.

Formative Evaluation Efforts in a Teacher Education Program.

Pub Date-Apr 79
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Evaluation, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Formative Evaluation, Higher Education, Participant Satisfaction, *Performance Based Teacher Education, Program Evaluation, *Teacher Education Curriculum
Identifiers-University of Houston TX

An undergraduate competency-based teacher education curriculum was evaluated after it had been in effect for three years. To generate a workable system for the collection and use of formative evaluation data, a list of program characteristics were identified, as well as a set of teaching skills and competencies relating to subject knowledge. Two approaches were used to identify how well these elements had been implemented: discrepancy evaluation between current practices and program goals, and identification of the satisfaction and successes of students and graduates. Twelve characteristics of the successful teacher education system were identified as program goals, as well as indicators that these characteristics had been implemented. Data were collected from questionnaires administered to students, instructors, supervisors, and supervising teachers, and from the analysis of relevant documents descriptions of instructional modules, grading policies, and program policy statements. This information was disseminated in order to encourage curricula improvement. The success and satisfaction of students and graduates were studied from the results of high-inference rating scales administered to student teachers and their supervisors. (Results are briefly described). (GDC)

ED 170 376 TM 008 982

Wright, E. N.

Measurement of Socio-Economic Status Some Longitudinal Data.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); Table 4 marginally legible due to small type

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Elementary Secondary Education, *Family Characteristics, Foreign Countries, Longitudinal Studies, *Measurement Techniques, Population Trends, *Reliability, Social Differences, Socioeconomic Influences, *Socioeconomic Status

Identifiers-Canada

The similarity between two scales for assessing socioeconomic status was examined from longitudinal data on the achievement of Canadian students. Toronto's Longitudinal Study of Achievement sampled the complete senior kindergarten population (8,679 5-year-olds) in 1961-62, classifying father's occupations according to Hollingshead and Redlich's scheme. A 1970 followup asked 3,607 students to name their father's and mother's current jobs, and classified them according to Blishen's scale, a Canadian scale that is based upon weighted average of mean income and mean education for every occupational category in the census. When the same information was requested in 1975, several problems arose: different persons represented the head of household; there was no code available for certain occupations; and special categories had to be created. A number of changes were noted, over the years; occupational stability was more frequent in certain occupational categories. It was tentatively concluded that it does not make a great deal of difference which socioeconomic scale is used in achievement studies. Since one cannot assume status directly from occupation, it is not a relevant predictor of achievement. Place of residence, immigration status, and language may be more productive environmental variables to study. (GDC)

ED 170 377 TM 009 000

Leitner, Dennis W. And Others

A Study of Factors that Influence Response Rate Using a Questionnaire on Questionnaires.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists, College Teachers, Comparative Testing, Higher Education, Performance Factors, *Questionnaires, Rating Scales, *Response Mode, *Response Style (Tests), *Success Factors, *Surveys, *Test Construction, Testing, Test Items

Identifiers-*Item Types

To discover factors which contribute to a high response rate for questionnaire surveys, the preferences of 150 college teachers and teaching assistants were studied. Four different questionnaire formats using 34 common items were sent to the subjects: open-ended; Likert-type (five points, from strong influence to return,'' to strong influence not to return''); checklist; and rank ordering of five to eight factors. Subjects were also asked how many questionnaires they had received, and returned, in the past year. When instructed to choose one of the four questionnaire formats and complete it, 54 subjects (36%) completed and returned a questionnaire; 22 chose the checklist, 17 the Likert-type, 14 the open-ended, and 1 the ranking. Characteristics of each type of questionnaire which influence rate of return such as physical characteristics, content, and administration methods were analyzed from the answers received. Subjects preferred clarity and brevity; familiar but not overly personel subject matter; and convenient methods of completion and return. A humorous followup reminder, if any, was preferred. Respondents also wished to know the purpose of the research and the researchers, and to be assured of confidentiality. Non-response was predicted for questionnaires which did not meet these criteria. (GDC)

ED 170 378 TM 009 005

Alkin, Marvin C.

Using Naturalistic Research for the Study of Evaluation Utilization.

Pub Date-11 Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, Decision Making, Educational Assessment, *Evaluation, *Evaluation Methods, Evaluators, *Information Utilization, Interpersonal Relationship, *Research Methodology, Research Utilization

Identifiers-*Naturalistic Research

Suggestions for broadening the utilization of evaluation research findings are discussed. Major program changes, based on evaluation, may not become obvious for several years; program actions may contradict findings and still be based on rational decision making processes; evaluation findings may have far-reaching effects which were not recognized and formally accounted for; personal interaction between evaluator and user may help to shape and redirect the evaluation process. In order to take these factors into account, naturalistic research methods, using techniques such as case studies, field investigations, and participant observations, are recommended. The evaluator's approach is one variable of naturalistic research. The evaluator's influence on the utilization of evaluation information may be determined by: role choice; the extent of which user involvement is encouraged; the amount of attention given to the performance on mandated evaluation tasks; rapport established between the evaluator and users; and the extent to which the evaluator facilitated and stimulated the use of information. Evaluation is defined as a dynamic process; the procedures and outcomes of evaluation studies are influenced by multiple factors as well as interactions between them. Five case studies of evaluation utilization are briefly described. (MH)

ED 170 379 TM 009 009

Stake, Robert E.

The Validity of District-Wide Test Means.

Pub Date-10 Apr 79
Note-12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Rating, Achievement Tests, Communication Problems, *Curriculum Evaluation, Decision Making, Educational Diagnosis, Elementary Secondary Education, Group Tests, *Information Utilization, Performance Based Education, *School Districts, Science Curriculum, Scores, Test Interpretation, Test Results, *Test Validity

It is argued that achievement test means, based on group scores, or other district-wide summary scores do not provide valid measures for diagnosing curriculum weaknesses nor for initiating curriculum changes. Group scores are probably valid for some purposes, but should not be used as criterion variables for evaluating the effectiveness of instruction or for indicating the quality of education a school district provides. Based on 11 case studies of district science instruction in kindergarten through grade 12, it was found that a lack of communication existed between the district curriculum coordinators and testing personnel, that curriculum coordinators paid little attention to test results, and that testing people were not concerned about curriculum review. In another case study, researchers found no instances of curriculum change or recommendations for change based directly on student testing. Using group test means as a basis for curriculum diagnosis or program evaluation is a procedure which is not grounded in validity studies, but is based on experience and intuition. (MH)

ED 170 380 TM 009 232

Wargo, Michael J., Ed. Green, Donald Ross, Ed.
Achievement Testing of Disadvantaged and Minority Students for Educational Program Evaluation.
CTB / McGraw-Hill, Monterey, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Mar 77
Note-472p.; Proceedings of an Invitational Conference of the U.S. Office of Education (Reston, Virginia, May 27-30, 1976)
Available from-CTB/McGraw Hill, Del Monte Research Park, Monterey, California 93940 (Library of Congress Catalog Card Number 78-4519, $8.95)
Pub Type- Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors-*Achievement Tests, Basic Skills, Compensatory Education Programs, *Educationally Disadvantaged, *Educational Testing, Elementary Secondary Education, Evaluation Methods, Government Role, *Minority Group Children, *Program Evaluation, Standardized Tests, Test Bias, Test Construction, *Testing Problems

The following papers were delivered: Introductory Remarks, John W. Evans; An Evaluator's Perspective, Michael J. Wargo; Problems of Achievement Tests in Program Evaluation, Donald Ross Green; Diverse Human Populations and Problems in Educational Program Evaluation via Achievement Testing, Edmund W. Gordon; Critical Issues in Achievement Testing of Children from Diverse Ethnic Backgrounds, Robert L. Williams, Doris Mosby, and Verlaine Hinson; A Discussion of Perspectives, Michael J. Wargo and Donald Ross Green, editors; Classical Test Development Solutions, William E. Coffman, (Comments: Richard M. Jaeger); Test Fairness and Test Bias: A Review of Procedures, William R. Merz, (Comments: Dan G. Ozenne); Achievement Tests and Differential Norms, John C. Bianchini, (Comments: John F. Draper); Teachers, Students, and Standardized Test Administration, Thelma L. Spencer; Effects of Testing Conditions on Performance of Minority Children, Edgar G. Epps, (Comments: Olen E. Jones and William S. Hall); Program Evaluation Using Criterion-Referenced Tests, Glenn E. Roudabush, (Comments: Frank B. Womer and Glenn E. Roudabush); Achievement Test Selection for Program Evaluation, Ralph Hoepfner, (Comments: Ralph W, Tyler); and Cautions to Evaluators, G. Kasten Tallmadge, (Comments: Robert F. Boruch). Three perspectives were represented: nontechnical, measurement, and evaluation. Forty-eight recommendations were made for the federal government, test developers, and program evaluators. (CP)

ED 170 381 TM 009 237

Berk, Ronald A.

Some Guidelines for Determining the Length of Objectives-Based Criterion-Referenced Tests.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, *Course Objectives, *Criterion Referenced Tests, *Decision Making, Educational Objectives, Mastery Tests, Primary Education, Student Testing, *Test Construction, Test Items, Test Results
Identifiers-*Test Length

Four factors essential to determining how many items should be constructed or sampled for a set of objectives are examined: (1) importance and type of decisions to be made with the results; (2) importance and emphases assigned to the instructional and behavioral objectives; (3) number of objectives; (4) practical constraints, such as item writing time, time available to administer the test, and student characteristics. Within the context of related research on cut-off scores and reliability, it is recommended that between 5 and 10 items per objective be employed for most classroom decisions and between 10 and 20 items be used for school, system, and state level decisions. Specific guidelines for teachers and evaluators, and an illustrative application using objectives from a second grade dictionary skills unit are provided. (Author/MH)

ED 170 382 TM 009 243

Berk, Ronald A.

A Critical Review of Content Domain Specification/Item Generation Strategies for Criterion-Referenced Tests.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979) ; Table 1 marginally legible due to small type
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, Comparative Analysis, *Criterion Referenced Tests, Evaluation Criteria, *Specifications, *Test Construction, *Test Items, Test Reliability

As alternatives to the objectives-based approach to specifying content domains for test construction purposes, six strategies are proposed: (1) amplified objectives; (2) Instructional Objectives Exchange (IOX) test specifications; (3) item transformations; (4) item forms; (5) algorithms; and (6) mapping sentences. Their effectiveness is assessed in terms of the extent to which they provide an unambiguous domain definition and explicit rules for constructing items such that any two test-makers would produce identical items from the same specifications. A rating system was also devised to evaluate the strategies according to eight factors: clarity, simplicity, availability, development time, development cost, adaptability, domain appropriateness, and practicability. Item transformations, item forms, and algorithms are judged to offer the most rigorous and precise specifications, while amplified objectives, IOX test specifications, and mapping sentences tend to be the most practical. (Author/MH)

ED 170 383 TM 009 244

Hiscox, Michael D.

Development of a Comprehensive Proficiency Testing System.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-10 Apr 79

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Tests, *Basic Skills, Criterion Referenced Tests, Diagnostic Tests, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Equivalency Tests, *Minimum Competency Testing, Norm Referenced Tests, Performance Based Education, State Legislation, Test Construction, Testing Problems, Testing Programs

Identifiers-*Central Valley Proficiency Testing System, Central Valley School District WA

Components of the Proficiency Testing System (PTS) designed for the Central Valley School District, Washington, are described. Components are: (1) progress assessment, consisting of norm referenced tests, writing samples, diagnostic tests, and ability checklists; (2) user assistance, including an objectives manual, inservice workshop, and a recordkeeping system; (3) essential skills, consisting of criterion referenced tests and a remedial instruction program; (4) area competencies, comprised of achievement tests in areas such as science and health, and short remedial courses; (5) survival skills test measuring a student's ability to function in modern society; and (6) gifted and talented identification procedures. This system assures compliance with Washington state's Student Learning Objectives Law and extends the Program beyond mandated minimum requirements. A checklist of potential problems in implementing PST is given and includes consideration of transfer students, integration of testing and remediation with special programs, protection of students' legal rights, assurance of the absence of test bias, administration of the test to absent, and physically or emotionally handicapped students, solicitation of parental and community support, determination of the relationship between PTS scores and eligibility for high school diplomas. (MH)

UD

ED 170 384 UD 018 188

Loveridge, Robert L. And Others

Parent Perceptions of Magnet Schools as a Method of Desegregation.

Pub Date-31 Mar 78
Note-19p.; Appendices may be marginally legible due to small print; Paper presented at the annual meeting of the American Education Research Association (Toronto, Canada, March 27-31, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bus Transportation, *Educational Alternatives, *Educational Quality, Elementary Secondary Education, *Parent Attitudes, Private Schools, Public Schools, Questionnaires, Racial Factors, *School Integration
Identifiers-*Magnet Schools, *Missouri (Saint Louis)

Presented in this report are the findings of two surveys which were administered to parents of children attending magnet schools in St. Louis. Results of the surveys, the Magnet/Pilot Parent Questionnaire and the Parent Participation Questionnaire are used to illustrate: (1) how parent participation differed in magnet, other (non-magnet) public schools, and non-public schools; (2) how magnet schools were viewed as a means of desegregation; (3) how satisfied parents were with the quality of the magnet schools; and (4) what differences existed between the perceptions of black and white parents, and parents of bussed and non-bussed children. It is pointed out that the results of the surveys indicate that if educational alternatives such as magnet schools are used, parents of the school community will become more involved in educational processes and be more satisfied with the education their children are receiving. It is also pointed out that this increased satisfaction and involvement occur independently of race and does not appear to be negatively influenced by busing. Tables showing statistical results gathered from the two questionnaires and samples of the questionnaires are appended. (Author/EB)

ED 170 385 UD 018 428

NAACP Report on Quality Education for Black Americans: An Imperative.

National Association for the Advancement of Colored People, New York, N.Y.

Pub Date-Sep 77

Note-200p.; Proceedings of the NAACP Invitational Work Conference (Chicago, Illinois, May 6-8, 1977)

Available from-National Office, NAACP, 1790 Broadway, New York, New York 10019 ($5.00)

Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors-*Black Education, Blacks, Curriculum Development, Educational Administration, *Educational Quality, *Elementary Secondary Education, Guidance Services, *Higher Education, Intergroup Relations, School Integration, Special Education, Teacher Education, Urban Education

Identifiers-*National Association Advancement Colored People

This report is a compilation of reports from ten Task Forces convened by the National Association for the Advancement of Colored People (NAACP) in May 1977. The challenge was to examine what quality education is, what it takes for the system to deliver quality education to every student, and why the system has failed with many black youths. Ways in which teacher education could be improved are discussed. Suggestions for changing curricula are made. There follows a discussion of the kind of teachers needed for quality education and of ways of assessing teacher performance. Special education for blacks is examined in light of Public Law 94-142. Guidance and counseling programs are analyzed in terms of counselor competencies and training requirements and curriculum implications at the elementary secondary level. The problem of intergroup relations and sources of ways to reduce intergroup hostility are examined. Urban education is defined, and recommendations are made for the development of programs. The types, role, and levels of administration appropriate to black education are examined. The role and responsibility of the student, parent, and community in the achievement of quality education are outlined. Finally, the implementation goals of desegregation/integration are discussed, including monitoring and the question of State responsibility. (MC)

ED 170 386 UD 018 625

Schafer, Robert

Racial Discrimination in the Boston Housing Market. Discussion Paper D76-6.

Harvard Univ., Cambridge, Mass. Dept. of City and Regional Planning.
Pub Date-Sep 76
Note-48p.
Available from-CRP Publications, Department of City and Regional Planning, Harvard University, Gund Hall 311, Cambridge, Massachusetts 02138 ($3.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Blacks, Caucasians, Followup Studies, *Housing Discrimination, *Housing Opportunities, Neighborhood Integration, Racial Differences, *Racial Discrimination, *Racial Factors, *Urban Areas
Identifiers-Massachusetts (Boston)

This paper analyzes three theories of racial discrimination by arguing that a dual housing market, a strong white taste for segregation, and pure racial price discrimination are all operative in the Boston urbanized area. Research dealing with discrimination and price differentials in housing for blacks is reviewed. It is pointed out that there are substantial neighborhood mark-ups that blacks must pay in ghetto and transition areas if they are to increase their housing consumption and that there is a willingness on the part of whites to pay more for otherwise identical housing that is located further from black residence areas. Evidence is also provided to show that blacks nearly always pay more than whites for the same bundle of housing attributes at the same location. Tables showing statistical data are included. (Author/EB)

ED 170 387 UD 018 767

Norris, William C.

Technology for the Inner City Experience and Promise.

Control Data Corp., Arlington, Va. Professional Services Div.
Pub Date-1 Sep 78
Note-13p.; Paper presented to a Consortium of Chicage United (Chicago, Illinois, September 1, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Responsibility, *City Problems, Community Cooperation, *Community Development, Community Support, *Economically Disadvantaged, Employment Problems, *Outreach Programs, Social Problems, Special Health Problems
Identifiers-Illinois (Chicago)

Described in this paper are strategies and programs developed by the Control Data Corporation to address inner-city needs. Strategies cited include the establishment of new plants in economically depressed areas and the encouragement of local community support in business operations. Specific programs discussed are directed at the disadvantaged populations of inner cities and are concerned with unemployment, part-time employment, child development, community cooperation, computer based education, career counseling, health care for Indians, lower cost energy sources, and urban revitalization. Emphasis is placed on the need for community support and cooperation. (EB)

ED 170 388 UD 018 856

Ring, Barbara C., Ed. Schrader, Donald R., Ed.

Eleventh Annual Distinguished Lectures Series in Special Education and Rehabilitation.

University of Southern California, Los Angeles. School of Education.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-73
Grant-16P-56816/9-05
Note-104p.
Available from-University Bookstore, University of Southern California, Los Angeles, California 90007 ($3.00)
Pub Type- Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Drug Abuse, Economic Disadvantagement, Emotional Development, *Handicapped, Minority Group Children, *Rehabilitation, *Special Education

The papers collected in this report cover the following areas: (1) special education and the minority child: the issues, the people concerned, the data, the solutions, and the alternatives; (2) the impact of emotions on learning, and the role of the curriculum in channelling emotions; (3) an analysis of famous people who have been handicapped; (4) rehabilitation; (5) rehabilitation and poverty; (6) competency as a misunderstood concept and a suggested reexamination of the concept; and (7) the dynamics of substance abuse and the process of recovery from addiction. (MC)

ED 170 389 UD 018 872

Kern, Clifford R. Moulton, George D.

Racial Discrimination and the Price of Ghetto Housing in City and Suburb: Some Recent Evidence. Discussion Paper D77-2.

Harvard Univ., Cambridge, Mass. Dept. of City and Regional Planning.

Pub Date-Mar 77

Note-34p.

Available from-CRP Publications, Department of City and Regional Planning, Harvard University, Gund Hall 311, Cambridge, Massachusetts 02138 ($2.50)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Black Housing, Blacks, Caucasians, *Economic Factors, Ghettos, Housing Deficiencies, *Housing Discrimination, *Housing Opportunities, Neighborhood Integration, *Population Distribution, *Racial Differences, *Racial Factors, Social Science Research, Suburban Housing, Urban Areas

Identifiers-*New York (New York)

This study examines race and housing prices in three separate areas in New York City and its suburbs to determine the degree to which race affects housing prices differently in different parts of the metropolitan area. Special attention is paid to the issues of different racial behavior in the different neighborhoods and lags in adjustment to equilibrium by blacks and whites in the housing market. Specific factors addressed include ghetto expansion, white flight, and ghetto-white interior price differentials. Other variables considered include dwelling unit size, housing quality, public housing subsidies, length of tenure, and the influence of neighborhood characteristics on housing discrimination. Findings concerning each of the sample areas are provided and some general conclusions are made. Tables showing statistical data are included. (EB)

Yinger, John

Prejudice and Discrimination in the Urban Housing Market. Discussion Paper D77-9.

Harvard Univ., Cambridge, Mass. Dept. of City and Regional Planning.
Pub Date-Jul 77
Note-71p.
Available from-CRP Publications, Department of City and Regional Planning, Harvard University, Gund Hall 311, Cambridge, Massachusetts 02138 ($4.00)
Pub Type- Information Analysis (070) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Black Housing, *Blacks, Caucasians, *Housing Discrimination, *Housing Opportunities, *Housing Patterns, Neighborhood Integration, Public Policy, *Racial Discrimination, *Urban Areas

This paper reviews what is known about the effects of prejudice and discrimination on the urban housing market. Particular attention is given to distinguishing the effects of prejudice from the effects of discrimination. Theories about prejudice and discrimination in the urban housing market are reviewed and tested against available evidence. Information considered includes evidence about racial residential segregation, black-white price differentials in housing, types of housing consumed by blacks and whites, and home ownership patterns of blacks and whites. Summarizations of nine studies in particular provide information about three aspects of the pattern of housing prices: (1) the relationship between racial composition and the price of housing; (2) the black-white price differential within neighborhoods; and (3) the black-white price differential between neighborhoods. Suggestions are made for public policies that would help eliminate discrimination and promote integration in the housing market. (Author/EB)

Yinger, John

Economic Incentives, Institutions, and Racial Discrimination: The Case of Real Estate Brokers. Discussion Paper D78-4.

Harvard Univ., Cambridge, Mass. Dept. of City and Regional Planning.

Pub Date-Feb 78

Note-39p.

Available from-CRP Publications, Department of City and Regional Planning, Harvard University, Gund Hall 311, Cambridge, Massachusetts 02138 ($2.50)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Discriminatory Attitudes (Social), *Economic Factors, *Housing Discrimination, Housing Opportunities, Housing Patterns, *Racial Discrimination, *Real Estate, *Real Estate Occupations, *Social Science Research

This paper examines the economic incentives and institutions that support racial discrimination by real estate brokers. The economic incentives are derived from a search model of broker behavior in which a broker searches for buyers and listings (i.e., sellers who will sell through him) and then attempts to match buyers with his listings. This model is complemented by an analysis of the basic real estate institutions. Both the search model and the institutional analysis are extended to the case of multiple listing services. Finally, the paper shows how these incentives and institutions support racial discrimination by brokers and derives some lessons for the design of anti-discrimination legislation. (Author)

Yinger, John

Racial Transition and Public Policy. Policy Note P78-1.

Harvard Univ., Cambridge, Mass. Dept. of City and Regional Planning.

Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Pub Date-Mar 78

Note-13p.

Available from-CRP Publications, Department of City and Regional Planning, Harvard University, Gund Hall 311, Cambridge, Massachusetts 02138 ($2.00)

Pub Type- Information Analysis (070)

Document Not Available from EDRS.

Descriptors-Black Housing, Blacks, Caucasians, *Housing Discrimination, *Housing Patterns, *Neighborhood Integration, Public Policy, *Racial Discrimination, *Racial Factors

Briefly reviewed in this paper is the literature on racial transition. The review is built around three questions: (1) Where does racial transition take place? (2) How does racial transition proceed in a single neighborhood? and (3) How does racial transition in one neighborhood relate to racial transition in other neighborhoods? Models and theories proposed by the literature cited are analyzed and discussed. Particular attention is given to how the literature deals with racial discrimination as a factor in racial transition. Implications of racial transition for public policy are discussed in terms of what the Federal government can do to deal with the racial aspects of the urban housing market. (Author/EB)

ED 170 393 UD 018 994

Katzman, Martin T.
The Quality of Municipal Services, Central City Decline, and Middle-Class Flight. Research Report R78-1.
Harvard Univ., Cambridge, Mass. Dept. of City and Regional Planning.
Spons Agency-Economic Development Administration (DOC), Washington, D.C. Office of Economic Research.
Pub Date-Feb 78
Grant-OER-99-7-13349
Note-116p.
Available from-CRP Publications, Department of City and Regional Planning, Harvard University, Gund Hall 311, Cambridge, Massachusetts 02138 ($5.00)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Blacks, *Caucasians, *City Problems, Declining Enrollment, Housing Opportunities, Integration Effects, *Metropolitan Areas, *Population Distribution, Public Education, Residential Patterns, School Integration, Social Science Research, Social Services, *Urban to Suburban Migration
Identifiers-*White Flight

The emphasis in this report is on how public service quality affects urban decline and middle-class flight. It is pointed out that the key role in decline is played by neighborhood external diseconomies,'' which result from the way municipal services are financed, produced, and distributed in metropolitan areas. It is also pointed out that changes in public service quality are influenced by the aggregation of individual housing choices. Pertinent bodies of literature dealing with the effects of changes in municipal service quality on residential location and urban decline are reviewed. The most substantial research focuses on integration as it influences white enrollment in public school districts. These studies suggest that most urban school districts in the country have been undergoing decline since the late 1960s and that the rate of white flight is higher in districts with higher proportions of blacks. The other studies reviewed focus upon the effect of municipal services on housing demand, the impact of municipal services on housing demand, the impact of municipal service quality and taxes upon housing prices, the population distribution between city and suburb or among suburbs and residential mobility. Implications for public policies are outlined. (Author/EB)

ED 170 394 UD 019 281

Edmonds, Ron

A Discussion of the Literature and Issues Related to Effective Schooling.

Pub Date- 79
Note-49p.; Not available in hard copy due to the reproduction quality of the original document; For a related document see UD 019 304
Pub Type- Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Administrator Role, Basic Skills, *Economically Disadvantaged, *Educational Improvement, *Educational Quality, *Effective Teaching, Elementary Secondary Education, *Equal Education, Family Background, Individualized Instruction, Institutional Characteristics, Instructional Improvement, School Community Relationship, School Environment

Examined in this paper are the characteristics that distinguish successful schools from unsuccessful schools. Particular attention is given to the instructional success of schools with poor children. An extensive review of related literature illustrates the wide range of opinions held by educators and researchers on the subject. Reference is made to studies and literature dealing with compensatory education programs, school characteristics, and family and social background. Some of the factors discussed and evaluated include school size, teacher experience, teacher's race, teacher salaries, per pupil expenditure, and school facilities. Reference is also made to school studies that are most explicit in identifying and advocating particular changes. Described are certain aspects of school organization, instructional strategies, and school-community dynamics that seem most relevant to achievement gains for poor children. Factors that seem to be the most tangible and indispensible characteristics of effective schools are summarized. Included are such factors as strong administrative leadership, school expectations, school atmosphere, emphasis on basic skills, and frequent monitoring of student progress. (Author/EB)

ED 170 395 UD 019 293

Stereotypes Sexistes dans L'Education. Unite et Solidarite 4 Centrale de L'Enseignement du Quebec (Canada).
Pub Date-27 Aug 76
Note-40p.; Not available in hard copy due to reproduction quality of the original document
Language-French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, *Educational Change, Females, Identification (Psychological), *Instructional Materials, Role Models, Sex Role, *Sex Stereotypes, Social Change, *Teacher Role

This report examines the role played by the school in the transmission of stereotypic attitudes. Educators, consciously or unconsciously, prefer that their students conform to accepted behaviors. Their preferences reinforce behavior patterns already learned by the children at home. But the stereotypes are transmitted not only through the students' observation of their teachers' behaviors, but also through the students' reading of the texts and supplementary instructional materials of the curricula. All instructional materials should be evaluated carefully to assess the effect they may have on the students. Teaching methods should be avoided which reinforce the stereotyping of sexes, and new role models should be introduced. An analysis of a mathematics text and a language arts text shows the prevalence of sex stereotypes in instructional materials. An examination of differences in language used by and to men and women shows that women tend to reinforce the stereotypes which work against their interests. Recommendations are made for ways in which sexism may be eliminated both from the society as a whole and from the school in particular. A discussion guide is provided for organizers of workshops set up to examine the issue of sexism in education and society. (MC)

Edmonds, Ronald R. Frederiksen, John R.

Search for Effective Schools: The Identification and Analysis of City Schools Schools That Are Instructionally Effective for Poor Children.

Pub Date- 79

Note-66p.; For a related document, see ED 142 610 and UD 019 281; Not available in hard copy due to the reproduction quality of the original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Curriculum Development, *Economically Disadvantaged, *Educational Quality, Effective Teaching, Elementary Secondary Education, Family Background, Institutional Characteristics, *Instructional Improvement, Research, *School Integration, Teacher Attitudes, *Urban Education, Urban Schools

Identifiers-Michigan (Detroit)

The thesis of this paper is that all children, excepting those of certifiable handicap, are educable, and the behavior of the school is critical in determining the quality of that education. Concentrating on several innercity schools in Detroit, this paper discusses the distinguishing characteristics of schools that are instructionally effective for poor children. The emphasis is on alternative approaches to desegregation that could be successful in improving the quality of instruction available to desegregated pupils. Other studies done on institutional effectiveness are referred to and analyzed in terms of their strengths and weaknesses. The performance levels of students in different schools on verbal achievement tests are used as the criteria for analyzing the effectiveness of different schools. Taken into consideration are race and home background of the student sample groups. Findings concerning the influence of teacher attitudes and characteristics, school characteristics, curriculum, and school affluence are presented. (Author/EB)

ED 170 397 UD 019 305

Pour une Journee d'Ecole au Service de la Classe Ouvriere. Manuel du 1er Mai'' Centrale de L'Enseignement du Quebec (Canada).
Pub Date-Apr 75
Note-80p.; Not available in hard copy due to reproduction quality of the original document; Some parts of this document may be marginally legible
Language-French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Higher Education, *Learning Activities, Political Attitudes, *Political Socialization, Teacher Role
Identifiers-*Labor Day, *Working Class

This manual is a collection of suggestions for lessons and learning activities for Labor Day (May 1st). It includes material for use with students at all levels, preschool, elementary and secondary school, and college. The activities are listed by level and subject matter. The subjects covered include English, art, reading, religious education, physical education and creative movement, French, geography, history, mathermatics, music, sciences, vocational education, sociology, economics, and political science. There is a brief history of working conditions in the 19th century, the organization of the working classes into trade unions, and the origin of the celebration of Labor Day, dating back to the 1870s. In addition, the position of teachers as members of the working class who carry out established State educationa policies is examined. (MC)

Pour une Ecole de Masse a Batir Maintenant. Proposition d'Ecole Centrale de L'Enseignement du Quebec (Canada).

Pub Date-Nov 78
Note-75p.; Not available in hard copy due to reproduction quality of the original document; Some parts of this document may be marginally legible
Language-French
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, Curriculum Development, *Educational Change, Educational Finance, *Educational Improvement, *Elementary Secondary Education, Government Role, *Program Proposals, *Public Education, Vocational Education
Identifiers-Quebec

This proposal outlines twenty suggestions for the improvement of public elementary and secondary education in Quebec. The role of the State in education as a whole and educational finance in particular is discussed. The circumstances in which an individual may best achieve self-fulfillment and improve himself throughout his life are examined. Changes in the curriculum, to reflect the fact that we live in a technological world, are suggested. The question of preparation for jobs for those students, the majority, who will not continue their studies beyond secondary school, is discussed. The values to be taught by the school are considered in light of the interests of workers. The role of educational evaluation is outlined. The problem of maladjusted and handicapped students is addressed. The issue of instructional materials to be used is discussed. The need for and right to lifelong education for all is examined. The problem of raising the educational level of the masses is considered. (MC)

ED 170 399 UD 019 307

La CEQ et la Question Nationale et Linguistique.
Centrale de L'Enseignement du Quebec (Canada).
Pub Date-Sep 75
Note-30p.; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 019 308
Language-French
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cultural Factors, *Economic Factors, *Educational Policy, *French, Language Attitudes, Language Instruction, Language of Instruction, Minority Groups, *Official Languages, *Political Divisions (Geographic)
Identifiers-French Canadians, *Quebec

This report addresses the question of whether Canada is really a bilingual, multicultural nation, or a bilingual, monocultural nation, or a bilingual, bicultural nation. The history of Quebec is outlined and a comparison is made between the ethnic and linguistic composition of Quebec and the rest of Canada, showing that the percentage of people of French origin and language is higher in Quebec than the percentage of people of British origin and English language in the rest of Canada. In light of these facts, the general problem of the acceptance of French in Quebec is examined from the viewpoint of the bias of policies on language of instruction and the teaching of languages. The problem of ethnic minorities, in particular Amerindians, is then discussed, in terms of the similarities with the problem of the French-speaking people of Quebec. The relationship between economic exploitation of Quebec and the culture, language, and education of the French-speaking people of Quebec is examined. Finally, some comparisons of ethnic and linguistic composition of French-speakers are made between Quebec and the rest of Canada. (MC)

ED 170 400 UD 019 308

La Question Linguistique, Element de la Question Nationale.
Centrale de L'Enseignement du Quebec (Canada).

Pub Date-Oct 76
Note-26p.; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 019 307
Language-French
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Policy, French, Language Attitudes, Language Instruction, Language of Instruction, *Language Role, Minority Groups, *Nationalism, Official Languages, *Social History, *Sociocultural Patterns, Socioeconomic Influences
Identifiers-French Canadians, *Quebec

The problem of language in Quebec today is not unique. All over the world, the problem of language comes up as a result of the organization of life in society. It is useful, therefore, to examine the role language has played in the evolution of societies from tribes to nations. In this way, the similarities and differences between the situation in Quebec and the situation in other societies can be better understood. In addition, the solutions proposed will not be purely arbitrary, and a language policy for the schools will be formulated which takes into consideration the context in which the question of language is considered to be part of the question of nationhood. (MC)

ED 170 401 UD 019 309

Charbonneau, Yvon
Education et Developpement au Moyen-Nord.
Centrale de L'Enseignement du Quebec (Canada).
Pub Date- 79
Note-9p.; Not available in hard copy due to reproduction quality of the original document
Language-French
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Canada Natives, *Change Strategies, *Community Development, *Economic Development, Educational Change, Elementary Secondary Education, Language Instruction, Language of Instruction, *School Role, *Social Change
Identifiers-*Canada

Humans, not things, are of primary importance when talking of development. All over the world, two separate, contradictory types of development may be seen: the first, centered on man, the second, on wealth. One of the ways in which man can gain control over his own future is through the school. It is essential to find out which type of institutions the community should create for itself in order to trasmit its values and at the same time work toward social change. At present, in the ``Moyen-Nord'' of Canada, instead of the school being a place where Indians are taught their own cultural values, it is a place where they are dispossessed of their language. It is essential for Indians to be taught in their own language for at least the first three years of elementary school. There is the problem of who is going to teach in that language since qualified Indian teachers have not received adequate instruction in their own values and origins. It is important that this problem be resolved, so that through education the system can be changed to reflect human values. (MC)

ED 170 402 UD 019 310

Education et Developpement. Une Approche aux Interventions d'Education en Milieux Defavorises. MEO, Mars 1975.

Centrale de L'Enseignement du Quebec (Canada).
Pub Date-Jan 76
Note-11p.
Language-French
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, Compensatory Education, *Disadvantaged Groups, *Educational Improvement, Elementary Secondary Education, School Community Relationship, *School Role, *Social Change, Social Structure
Identifiers-*Quebec

This document is a commentary on a report by the Quebec Ministry of Education on the problem of educating the disadvantaged. One basic criticism of the report is that it is not enough to decry the failure of the schools and propose a strategy of compensatory education to solve the problem of disadvantagement. It is necessary to realize that the problem can only be solved by transforming the social structure. The need for social measures is mentioned in the original report, but the nature, content, and import of these measures are not specified. The target population is defined as people living in poor zones.'' While such a population will be fairly homogeneous and easy to reach, some disadvantaged families may live in areas not declared to be poor, while other families living in disadvantaged areas may not themselves be disadvantaged. Schools in disadvantaged areas should be sensitive to the community environment. The community must become involved in educational decision-making at the local level. The school must become a community school, both by creating a closer contact between the resources of the community and the school and by changing the goals, programs and even the practices of the school. The attitudes of the teachers are important if such changes are to be effected. (MC)

ED 170 403 UD 019 324

Staples, Robert

Dating Behavior Among Single Parents: The Case of the Black Middle Class.

Pub Date-78

Note-28p.; Not available in hard copy due to the reproduction quality of the original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age, *Behavior Patterns, *Black Mothers, *Blacks, Child Rearing, *Dating (Social), Educational Experience, Heads of Households, *Middle Class Fathers, *One Parent Family, Parent Responsibility, Research, Social Factors, Social Relations, Socioeconomic Influences

Examined in this study are factors affecting the dating and behavior patterns of black single parents. Described and discussed are the influence of childrearing responsibilities, economic factors, class factors, age factors, educational experience, and sexual values of these patterns. Also taken into account are the influences of a child's attitudes or behavior have on a parent's dating patterns and the extent to which single parents form or maintain extended family networks. (EB)

ED 170 404 UD 019 355

Harris, J. John, III Eubanks, Eugene E.

The EXCEL Program for Excellence in Education: An Assessment.

Pub Date-79
Note-16p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Involvement, Curriculum Development, *Educational Improvement, Elementary Secondary Education, *Improvement Programs, *Instructional Improvement, Parent Participation, *Program Effectiveness, School Organization, Student Attitudes, *Student Improvement, Student Motivation, Student Teacher Relationship, *Urban Schools
Identifiers-*People United To Save Humanity

The PUSH Program for Excellence suggests that parents, neighbors, peers, teachers, church officials, and other adults in the local community must work together to develop motivation and habits which help students to succeed in society's major institutions. However, the weakest element in the PUSH plan involves it relatively slight emphasis on the problems likely to arise in improving curriculum and instruction. If the movement is to contribute to a lasting improvement in big-city schools, it must incorporate specific and systematic school-wide plans for change in curriculum and methods of instruction. These include: (1) appointment of outstanding administrative leadership at every level; (2) a greater emphasis on staff development; (3) an analysis and/or reorganization of traditional school practices; (4) more provisions for different educational environments for students who cannot function well in regular schools; and (5) community resources joined to school resources in order to insure that both are fully utilized. (Author/EB)

ED 170 405 UD 019 356

Smith, Stephen M.

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume I: The Targeting of ESAA Grants and Grant Funds, and Volume II: The Focus of ESAA Projects.

Applied Urbanetics, Inc., Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date-Sep 78

Contract-300-77-0371

Note-260p.; Several pages (tables) may not reproduce well due to the print format and reproduction quality of the original document; For related documents, see UD 019 357-358

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Compensatory Education Programs, *Educational Finance, Elementary Secondary Education, Equal Education, *Federal Aid, *Federal Programs, Minority Groups, Program Development, *Program Effectiveness, *Program Evaluation, School Integration

Identifiers-*Emergency School Aid Act 1972

As part of a larger study, volume I of this report describes the results of analyses of the extent to which Emergency School Aid Act (ESAA) program grants and grant funds have been focused on school districts with desegregation-related needs. Also described is the extent to which the Act, regulations, and program processes influence the focusing of grants and funds. Volume II of this report presents findings concerning the influence of program operations on the focus of ESAA projects and activities, and findings concerning the relationship of projects to the desegregation-related needs of grant recipients. Data provided in this volume were derived from case studies in 22 school districts across the nation. Summaries of this data rea presented in a separate appendix. (Author/EB)

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume II Appendix: Case Study Summaries.
Applied Urbanetics, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington. D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Sep 78
Contract-300-77-0371
Note-237p.; For related documents, see UD 019 356-358; Several pages (charts) may be marginally legible
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Case Studies (Education), *Compensatory Education Programs, Educational Improvement, Educationally Disadvantaged, Elementary Secondary Education, *Federal Aid, *Federal Programs, Program Development, *Program Effectiveness, Program Evaluation, *School Integration, Special Programs, Student Needs, Voluntary Integration
Identifiers-*Emergency School Aid Act

Descriptive summaries of twenty-two rural and urban school systems throughout the United States are presented in this report. Data for each summary include: (1) an introduction which describes the school's student population, the school's desegregation strategy (court ordered or voluntary), grants received by the school, and problem areas focused on by the school to meet specific student needs; (2) an overview of the school's desegregation history at different educational levels; (3) an outline of minority and non-minority needs in meeting the problems of desegregated schools; (4) a description of basic ESAA projects and other Federal programs implemented at the particular school; and (5) evaluative observations made at the school. Tables and graphs provide statistical data for each of the summaries. (Author/EB)

ED 170 407 UD 019 358

Smith, Stephen M.

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume III: Policy Recommendations.

Applied Urbanetics, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Sep 78
Contract-300-77-0371
Note-44p.; For related documents, see UD 019 356-357
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Compensatory Education Programs, Educational Finance, Elementary Secondary Education, Equal Education, *Federal Aid, *Federal Programs, Minority Groups, *Program Development, *Program Effectiveness, Program Evaluation, Race Relations, Racial Segregation, *School Integration
Identifiers-*Emergency School Aid Act 1972

Synthesized in this report are the findings of a study which focused on the effectiveness of the Emergency School Aid Act (ESAA) program at the Federal level in achieving two major outcomes: (1) targeting, or focusing, of ESAA grants and grant funds on school districts currently having the greatest desegregation related needs; and (2) funding activities that effectively fulfill the greatest desegregation related needs of school districts. Recommendations for changes in the ESAA program that are likely to enhance the effectiveness of the program in achieving its purposes are proposed. Specific needs addressed include those related to the planning and implementation of actions to eliminate discriminatory practices and reduce or prevent minority isolation and those related to actions that seek to promote equal status interactions and expectations within schools among minority and majority group members. Also reviewed are recommendations for changes in the Act already proposed by the Department of Health, Education and Welfare. Summaries of findings from other volumes dealing with this study are presented in the appendix. (Author/EB)

ED 170 408 UD 019 359

Carter, Donald L., Ed.

Debate and Understanding Symposium No. 4, 1978: Myths and Realities About Historically Black Colleges in Higher Education.

Boston Univ., Mass. Martin Luther King, Jr. Center for Academic Services and Minority Affairs.

Pub Date-78
Note-38p.; For related documents, see UD 019 360-362; Not available in hard copy due to print size of the original document
Journal Cit-Debate and Understanding: A Journal for the Study of Minority Americans' Economic, Political and Social Development; 1978
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Black Achievement, *Black Colleges, *Black Education, *Black History, College Preparation, College Segregation, *Educational History, Educationally Disadvantaged, *Educational Problems, *Financial Problems, Higher Education, Periodicals, Racial Discrimination

This journal contains articles reporting on different aspects of black higher education in the United States. A survey of myths about black colleges reveals that black colleges range from the strong to the weak, just as do white colleges, and that they are no more segregated than white colleges. An examination of the history of black education and the present situation of black colleges shows that graduates of black colleges were trained to serve the black community exclusively. Black colleges have continued to take academically unprepared students and turn out graduates able to compete successfully with graduates from white institutions. All this has been without much Federal aid until recently. No significant national commitment to the higher education of blacks existed prior to 1968. The role of black colleges is compensatory in terms of the continuing default of American higher education to be more responsive to the needs of black students. There is a special need to aid blacks so that they can take advantage of opportunities for study in science and engineering, since secondary schools are failing to prepare blacks for this kind of college work. (MC)

ED 170 409 UD 019 360

Willias, C. Clyde

Myths and Realities Concerning the Black Colleges in Higher Education: A Lodestar for a Historical Analysis.

Boston Univ., Mass. Martin Luther King, Jr. Center for Academic Services and Minority Affairs.

Pub Date-78

Note-7p.; For related documents, see UD 019 359-362

Available from-Not available separately; See UD 019 359

Journal Cit-Debate and Understanding: A Journal for the Study of Minority Americans' Economic, Political and Social Development; p221-227 1978

Pub Type- Journal Articles (080) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Black Colleges, *Black Education, Black History, College Integration, *College Role, *Educational History, *Educational Quality, Equal Education, Higher Education, Periodicals, Social Change

This article examines the present situation of black colleges in light of the history of black education in the United States. Education for blacks emerged from the limitations imposed by the slave experience, and by discrimination resulting from a segregated social system. Black colleges have always taken academically unprepared students and turned out graduates able to compete successfully with graduates from white institutions. However, the advent of the civil rights movement of the 1960s resulted in an examination of the status of higher education in the United States in general and of black colleges in particular. There was the mistaken belief that when white institutions started enrolling black students, black colleges would no longer be needed. Now, many black students and faculty members who had been attracted to white colleges in the 1960s and 1970s have returned to predominantly black campuses. If black colleges are to remain relevant, however, their traditional roles must be reexamined in light of recent social changes. To meet the needs of a variety of clientele, many black colleges are expanding their capabilities and creating programs in a wide range of fields new to these institutions. (Author/MC)

ED 170 410 UD 019 361

Blake, Elias, Jr.

The Black Protest Tradition of Historically Black Colleges: A Comparative Analysis of Historically Black and Historically White Institutions.

Boston Univ., Mass. Martin Luther King, Jr. Center for Academic Services and Minority Affairs.

Pub Date-78

Note-12p.; For related documents, see UD 019 359-362

Available from-Not available separately; See UD 019 359

Journal Cit-Debate and Understanding: A Journal for the Study of Minority Americans' Economic, Political and Social Development; p228-39 1978

Pub Type- Opinion Papers (120) - Journal Articles (080)

Document Not Available from EDRS.

Descriptors-*Black Colleges, *Black Education, Black History, *College Integration, *Educational History, Educational Quality, *Equal Education, Higher Education, *Racial Discrimination

This article examines the forces of discrimination in institutions of higher education in the United States. Much of the literature on black education from the beginning of the century to Jensen's work has attempted to show the inherent inferiority of blacks. This literature has shaped the general public's view of black Americans and their education. Given the history of social science in America, it is not surprising that blacks cannot get their white colleagues to understand their views on the issue of equality of blacks and whites. Both black faculty and students report continued discrimination, both overt and covert, in white institutions. Within the public and private black colleges the tradition of supporting equality despite segregation continues. The role of black colleges is still compensatory in terms of the continuing default of American higher education to be more responsive. Support for black institutions has been uncertain and short-term. Prior to 1968, no significant national commitment to the higher education of blacks existed. Since then the Federal government has made this commitment. (Author/MC)

ED 170 411 UD 019 362

Branson, Herman

A Prime Assessment for Black Colleges: Role of Blacks in the Sciences and Related Fields.

Boston Univ., Mass. Martin Luther King, Jr. Center for Academic Services and Minority Affairs.

Pub Date-78

Note-11p.; For related documents, see UD 019 359-361

Available from-Not available separately; See UD 019 359

Journal Cit-Debate and Understanding: A Journal for the Study of Minority Americans' Economic, Political and Social Development; p240-51 1978

Pub Type- Opinion Papers (120) - Journal Articles (080)

Document Not Available from EDRS.

Descriptors-*Black Education, *Black Students, Educational Opportunities, *Engineering, Genetics, *Higher Education, Psychology, Racial Discrimination, *Science Careers, Science Education, Scientific Research, Social Science Research

This article examines the need for blacks in science and engineering. From a review of the history of blacks as objects of scientific study from the 1790s to the present a better grasp of the problems confronting blacks can be gained by examining two fields: genetics and psychology. In genetic research on blacks, the results are used not by geneticists but by others; in psychology, some psychologists, especially educational psychologists, express the theory of inferiority in intelligence among blacks. Sickle cell anemia has been a topic of genetics research. The scores of blacks on IQ tests has been a topic for psychologists. Misuse of scientific data on blacks in these two fields can only be corrected if the number of blacks in higher education in the sciences and in engineering increases. For blacks, the career possibilities in the sciences and engineering appear inviting. (Author/MC)

Schwandt, David R. Cummings, Jay R.
Operation and Management Profiles: A Multi-Dimensional Analysis of Successful Urban Educational Programs.
Pub Date-Apr 79
Note-17p.; Paper prepared for the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Improvement, Educational Programs, Elementary Secondary Education, *Evaluation Methods, *Multidimensional Scaling, *Program Development, *Program Evaluation, *Urban Education
Identifiers-*Urban Education Studies

This paper presents a theoretical construct that can be used to describe the implementation process of school programs in terms of a multi-dimensional model. Focusing on the research process of the Urban Education Studies, which is devoted to the identification and study of educational programs which are beginning to make inroads for the accomplishment of educational objectives, this paper attempts to unify certain aspects of various models and approaches in the area of implementation theory. The major components of these various models and approaches are outlined and discussed. (EB)

Schwandt, David R. Cummings, Jay R.

Urban Education Studies: Assimilation of Programs into Continuing District Operations.

Pub Date-Apr 79

Note-12p.; Paper prepared for the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, Community Involvement, *Educational Improvement, *Educational Programs, Elementary Secondary Education, Federal Programs, *Program Effectiveness, *Program Evaluation, School Organization, Staff Improvement, *Urban Education

Identifiers-*Urban Education Studies

The Urban Education Studies focuses its efforts on the study of promising educational programs in urban school districts. Experience has confirmed the basic assumption that many programs and strategies of demonstrated or potential excellence are to be found in the urban setting. The generalizations gleaned from the data and on-site visits accentuate the importance of program leadership, staff commitment, Federal program support, program evaluation, alternative student choices, and involvement of the community in planning and implementation. Cross-functional study teams which have been used in the on-site visits have proven successful. The research process used by these teams acts as an instrument for improving communication among reference organizations and also as a means for identifying and examining the conditions under which successful programs operate. Some of the prerequisites for educational improvement indicated by the findings of the cross-functional teams include the equitable allocatior of resources, flexibility in school organization and modes of instruction, and the utilization of the total urban environment as a resource for educational experiences. (Author/EB)

ED 170 414 UD 019 369

Cavin, Alonzo

Cognitive Dissonance and the Affective Domain in Collegiate Compensatory Education.

Pub Date-79
Note-12p.; For a related document, see ED 145 004
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Compensatory Education Programs, Curriculum Problems, Economically Disadvantaged, Educationally Disadvantaged, *Educational Practice, *Educational Problems, Educational Quality, Educational Research, Family Influence, *Postsecondary Education, *Program Effectiveness, *Student Needs

In addressing the problems faced by compensatory education programs in getting financially and academically disadvantaged students through postsecondary education, this paper explores three common myths about schools and schooling: (1) academic success is highly correlated to intelligence; (2) families of these students are not supportive of education; and (3) no one has ever attempted to teach these students. Citations from research done in each of these areas are used to illustrate the lack of substantial support for each of the statements. It is argued that there is yet no clear understanding of the causes and remedies for the deficits in traditional learning activities that the poor sustain, though the barriers are real and well-documented. It is also argued that the current large-scale efforts of compensatory educational programs cannot adequately encompass the distinctive needs of these students. It is suggested that some answers might be found in the affective domain. Questions concerning the elements of affective compensatory education and the implications of these elements for different aspects of higher education are proposed. (Author/EB)

ED 170 415 UD 019 370

Thomas, Earl Preston

Financing the Education of the Black Child: A Survey of 30 Predominantly Minority School Districts.

Pub Date-7 Apr 79
Note-9p.; Paper prepared for the annual state conference of the New Jersey Association of Black Education (6th, New Jersey, April 6-7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Finance, Educationally Disadvantaged, Elementary Secondary Education, Expenditure Per Student, Federal Aid, *Low Income Counties, *Minority Groups, *Minority Role, *School District Spending, School Taxes, Socioeconomic Background, State Aid
Identifiers-*New Jersey

This document reports on a survey of 30 school districts (five percent of all New Jersey school districts) which contain over two-thirds of the State's total minority enrollment. Twenty-three of the 30 districts are classified as urban communities and over 98 percent of the minority students live in them. Property taxes are the primary source of funds for all public services. Communities with low property values generally offer marginal, if not inadequate, municipal and educational services and in addition rely heavily on State and Federal aid. Some of New Jersey's major urban centers count on such aid to underwrite as much as 50 to 75 percent of their municipal and educational costs. Most of the districts in the survey are low socioeconomic level communities. It is noted that although money alone will not solve the educational problems in these communities, adequate funding is necessary. It is suggested that minority professionals and interest groups must become involved in the policy making arena. (Author/MC)

ED 170 416 UD 019 371

Thomas, Earl P.

State Compensatory Education Fund Allocations to Urban School Districts, 1976-1977 and 1978-1979.

Greater Newark Urban Coalition, N.J.

Pub Date-Apr 78

Note-6p.; For related documents, see ED 152 940-941

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Compensatory Education Programs, *Educational Finance, *Financial Support, *State Aid

Identifiers-*New Jersey

The statistics presented in this report reflect the new formula introduced by the New Jersey State Board of Education for calculating student eligibility and funding school districts to operate supplemental State compensatory education programs. Tables provided show 1976-1977 and 1978-1979 compensatory fund allocations for twenty-eight school districts in New Jersey. Also shown are the dollar amounts and percentages of total State allocations for 1976-1977 and for 1978-1979. Tables showing 1978-1979 compensatory funding level increases for the twenty-eight districts are included. (EB)

ED 170 417 UD 019 372

Pingree, Suzanne

Guide to Organizations Working for Women's Educational Equity: Initial Directory.

Women's Educational Equity Communications Network, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Note-83p.
Available from-WEECN, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($5.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Equal Education, *Females, *National Organizations, *Organizations (Groups), *Resource Materials

This directory is a guide to national and regional organizations which focus specifically on women and educational equity for women. It lists and briefly describes organizations and groups providing services, information, or resources on a national level. It also lists general types of organizations that may be found throughout the nation. In addition, certain organizations and resources for each State are presented in a State-by-State list. Strategies for locating the organizations listed are suggested. (Author/EB)

ED 170 418 UD 019 375

Woodland, Calvin E. James, Richard L.

Strategies for Implementing Experiential Educational Programs in a Predominantly Black Institution.

Pub Date-Oct 78
Note-16p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Economically Disadvantaged, *Educational Alternatives, *Educationally Disadvantaged, Educational Needs, *Educational Opportunities, *Experiential Learning, Handicapped Students, Higher Education, Military Personnel, Older Adults, Program Evaluation, *Relevance (Education), Special Programs, Student College Relationship, Student Financial Aid, Student Needs
Identifiers-Morgan State University MD

Despite remedial programs and innovative practices, traditional education has not met the compelling need for increasing access to higher education for minority and other educationally disadvantaged students. Financial, geographical, scheduling, and degree requirement barriers still exist which prevent older adults, military personnel, the handicapped, full-time employees, and married women from taking advantage of educational opportunities. The removal of existing barriers

and the development of relevant new programs are two essential steps in making educational opportunity available to a broader segment of the population. One program that might be considered as an example of an alternative structure for delivery of higher education services is the College II Program at Morgan State University. Students accepted into this program are given the option to enroll in independent study courses and receive academic credit for their previous work experience. Strong emphasis is placed on student self-direction. Learning contracts are used to encourage self-direction and a six-stage model for assessment is used to recognize and evaluate students' prior experience. (Author/EB)

ED 170 419 UD 019 376

Christmas, June Jackson

Trying to Make it Real: Issues and Concerns in the Provision of Services for Minorities.

New York City Dept. of Mental Health and Mental Retardation Services, N.Y.

Pub Date-May 78

Note-51p.; Not available in hard copy due to reproduction quality of the original document ; Paper presented at the National Conference on Minority Group Alcohol, Drug Abuse and Mental Health Issues (Denver, Colorado, May 22-24, 1978)

Pub Type- Opinion Papers (120) - Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Involvement, *Cultural Factors, Financial Support, *Health Needs, Health Services, *Human Services, *Mental Health, *Minority Groups, Psychiatric Services, Psychological Services, Service Occupations, Social Action

After asserting that minorities do not have the health resources available to them in quantity or quality as do members of the dominant society, this paper describes and discusses six features which should characterize appropriate mental hygiene services for minorities: (1) cultural relevance; (2) a holistic orientation; (3) an organizational structure that supports coordination; (4) priority attention to certain target groups; (5) the use of community support systems; and (6) minority involvement in decision-making, accountability, and quality assurance. Recommendations for improving the effectiveness and availability of human services for minorities and for increasing minority participation in service systems are made for each of the areas discussed. Recommendations are also made for the establishment of a sound financial base by Federal, State and local governments in order to make significant reform possible. (Author/EB)

ED 170 420 UD 019 377

More Effective Management is Needed to Improve the Quality of the Summer Youth Employment Program. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-79-45
Pub Date-20 Feb 79
Note-68p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, D.C. 20548 (Free)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Problems, Economically Disadvantaged, Employment Opportunities, *Federal Programs, *Job Training, *Program Effectiveness, Program Evaluation, Rural Areas, Summer Programs, Urban Areas, *Work Experience Programs, *Youth Programs

Assessed in this report is the Department of Labor's Summer Program for Economically Disadvantaged Youth. It is asserted that the future employability of many of the most needy youths was not improved because the Department's efforts to assure that State and local governments were operating quality programs were not successful at the sites visited by the General Accounting Office. Poor administration by the Department and by local program operators is cited as the major reason why many youths, mostly at the urban locations, were not exposed to the real world of work. It is also charged that the allocations of funds were based on the desire to maintain prior year enrollment levels rather than on the eligible populations' economic needs and the quality of past programs. Another problem cited is that local operators often failed to target recruiting efforts to youths most in need. A recommendation proposed by this report is that Congress, before considering any expansion of the program, assure itself that the Department of Labor has taken corrective actions. (Author/EB)

ED 170 421 UD 019 378

Summary Report on Postsecondary Bilingual and Bicultural Education by Sector. New York State. Final Report.

New York State Education Dept., Albany. Information Center on Education.
Pub Date-Apr 79
Note-37p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Counseling Programs, English (Second Language), *Multicultural Education, *Postsecondary Education, *Statistical Data
Identifiers-New York

Tables in this paper present statistical data for 1978 relevant to bilingual and bicultural education gathered from a survey of postsecondary institutions in New York. Statistics are given concerning the institutions providing bilingual or bicultural education, total registrations and credits in bilingual or bicultural instruction, courses and course sequences in bilingual instruction, bicultural instruction taught in English or a foreign language, total registrations, credits and instructors in English as a Second Language (TESL) and in English as a Foreign Language (TOEFL), and courses and average number of times a one level course may be repeated in both TESL and TOEFL. Also provided are statistics on the number and percent of institutions offering counseling, tutoring and other supportive academic services, the number and percent of counselors and the number and percent of cultural groups for which tutoring is provided and number and percent of tutors. A sample of the survey form which was used in collecting the data is appended. (EB)

ED 170 422 UD 019 379

Eubanks, Eugene E. Levine, Daniel U.

A Study of Selected Issues Involving Magnet Schools in Big City School Districts.

Pub Date-Apr 79
Note-16p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April, 1979); For a related document, see UD 019 380 ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Educational Improvement, Educationally Disadvantaged, *Educational Opportunities, *Educational Research, Elementary Secondary Education, *Equal Education, *Integration Studies, Research Problems, School Integration, Student Needs, *Urban Education, Urban Renewal, Voluntary Integration
Identifiers-*Magnet Schools

Despite the rapid growth and popularity of the magnet school movement, little systematic research has been conducted on questions of vital importance in assessing the movement's impact on the quality of educational opportunities in big-city school districts. There are certain issues that are important and deserve immediate attention from educators concerned with the potential of magnet schools for improving and equalizing educational opportunity. For example, it is important to obtain information on the home environments of magnet school students as well as on their social class backgrounds. A determination on whether magnet schools are producing academic achievement gains, with emphasis on the achievement of students formerly attending predominantly poverty schools should also be made. Another important issue to be considered is whether full time enrollment should be required for purposes of desegregation in magnet schools. This issue is critical in considering the prospects for voluntary metropolitan desegregation. In addition, an inquiry should be made into the potential role magnet schools can play in the renewal of central city neighborhoods. (Author/EB)

Levine, Daniel U. Eubanks, Eugene E.

Attracting Nonminority Students to Magnet Schools in Minority Neighborhoods.

Pub Date-Apr 79
Note-22p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 019 379
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Enrollment Influences, Individualized Instruction, Instructional Programs, *Integration Studies, Leadership Qualities, Principals, School Environment, *School Integration, School Size, Student Recruitment, *Urban Schools, *Voluntary Integration
Identifiers-Connecticut (Stamford), Minnesota (Saint Paul), Wisconsin (Milwaukee)

Examined in this study are the characteristics of three elementary magnet schools which have successfully attracted non-minority students to locations in minority neighborhoods. Although some of the characteristics discussed are different for each of the schools described, the characteristics cited as being common to all three are: (1) outstanding leadership, particularly on the part of the building principal; (2) an outstanding instructional program which in one way or another provides an unusual amount of individual attention to help students master basic learning skills in a high interest environment; (3) an attractive building; (4) active recruiting involving a variety of ingenious approaches to contacting and impressing potential clients; and (5) a low ratio of students to adults. It is also pointed out that, in addition to these common characteristics, each of the three schools had distinctive approaches or programs that contributed to their success in enrolling non-minority students. The respective approaches and/or programs of each school are summarized. In addition, references are made to the influences the size of the school or student body had on each school's success in attracting non-minority students. (Author/EB)

ED 170 424 UD 019 381

Newby, Robert G.

Desegregation Its Inequities and Paradoxes: Toward an Equitable and Just Educational Policy for Afro-Americans. Educational Policy for Afro-Americans.

Pub Date-Apr 79
Note-45p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to author's restriction
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Black Students, *Educational Improvement, Educational Opportunities, Elementary Secondary Education, *Equal Education, Integration Litigation, Integration Studies, *Public Policy, *Racial Discrimination, Racial Integration, *Racially Balanced Schools, Racism, *School Integration, Social Science Research
Identifiers-Brown v Board of Education, Racial Isolation Report

This paper examines the major social science contributions to racial balance as a policy alternative to the unequal educational opportunity suffered by Afro-Americans. It is argued that, although the policy is considered by advocates and the courts to be a remedy for discrimination, it is in fact a continuation of white dominance, or racism. It is pointed out that support of this policy by proponents who are usually anti-racist creates a paradoxical situation. It is reasoned that the basis for this paradox rests with a certain lack of logic on the part of social scientists in both the Brown'' decision and the more recent Racial Isolation Report.'' Poor conceptualization and inadequate or inappropriate methods are cited as reasons for a misleading understanding of what constitutes segregation and discrimination. These problems are discussed in detail along with a discussion of research findings which show that the benefits of desegregation are mixed but more often detrimental to Afro-American children. Replacement of the race analysis'' model with a class model is proposed for dealing with the problems discussed. The class model is described as having more explanatory power for the discrepancy between white and black achievement and as having more potential for uniting whites and blacks around a more broadly conceived issue of quality education and attacking the more fundamental problem of class bias in the schools. (Author/EB)

ED 170 425 UD 019 382

Bartels, Lois I.

Supports and Constraints to School-Community Relations in an Urban, Inner-City School. Symposium No. 4.01: Perspectives on School-Community Relations.

Pub Date-Apr 79

Note-27p.; Paper prepared for the annual meeting of the American Educational Research Association (San Francisco, California, April 8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Role, *Educational Improvement, Elementary Secondary Education, Government Role, *Parent Participation, Principals, Resource Allocations, *School Community Programs, *School Community Relationship, Staff Improvement, Teacher Attitudes, Teacher Integration, *Urban Schools

Identified in this research report are variables acting as supports and constraints to the development of a school community relations program. Background information concerning the characteristics of the school studied and its administration is provided. Major influences on the development of a school community relations program in this particular school are described and discussed. These include the principal's role, school district size, teacher attitudes and behaviors, teacher integration, teacher transiency, the instructional program, State and Federal guidelines, the allocation of resources, parent attitudes, socioeconomic influences, desegregation efforts, and parent participation. The influence of these factors on the goals of the school community relations program are also described and discussed. Implications of this study are summarized and evaluated. (EB)

ED 170 426 UD 019 383

Boyd, William M., II

The Forgotten Side of the Black Undergraduate: An Assessment of Academic Achievements and Spirations during the 1970's.

A Better Chance, Inc., Boston, Mass.

Pub Date-Apr 79

Note-28p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 11, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Education, College Housing, *College Integration, *Educational Opportunities, *Equal Education, *Higher Education, *Integration Studies, Peer Relationship, Private Colleges, Public Education, Racial Discrimination, Socioeconomic Influences, Student Attitudes, Teacher Attitudes

Assessed in this report are the developments made in the education of black undergraduates in predominantly white colleges over the past decade. The findings of three nationwide surveys in which 800 black undergraduates at 40 four year colleges were interviewed are presented and discussed. Changes in separatism over the ten year period are examined in terms of peer relationships, student participation in college activities, student housing, faculty attitudes, choice of subject areas, and students' socioeconomic status and educational background. Advancements made in various parts of the country are evaluated. It is pointed out that the least positive experience for black students has been in the West. It is also pointed out that private colleges seem to have progressed farther than public ones in dealing successfully with black students. (EB)

ED 170 427 UD 019 384

Training Guide: Sex Equity in Leadership Development Project, 1977-1978.

Southeastern Massachusetts Univ., North Dartmouth. Div. of Continuing Studies and Special Programs.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Note-77p.; For a related document, see UD 019 385

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Development, Discriminatory Attitudes (Social), *Equal Opportunities (Jobs), Females, Higher Education, *Institutes (Training Programs), *Leadership Training, Males, *Nondiscriminatory Education, *Program Development, *Sex Discrimination, Sex Role, Sex Stereotypes, Teacher Education, Textbook Bias

Identifiers-*Civil Rights Act 1964 Title VI

Presented in this guide are summary descriptions of programs developed by several institutes to: (1) assist educators in examining their personal attitudes, biases, and behaviors vis-a-vis the changing roles of males and females; (2) encourage participants to take responsibility for the consequences of their behavior; (3) assist educators in developing plans for the practical application of curriculum and career development approaches that promote sex equity and leadership development; and (4) identify and develop sex equity and leadership development and support mechanisms in school districts. The objectives, procedures, resources, and specific strategies and activities developed and implemented by the respective institutes in training sessions to deal with various aspects of these project goals are presented. Specific topics addressed include socialization, sex role stereotyping, male/female socialization, values clarification, textbook bias, self awareness, career development, communication skills and curriculum analysis. (Author/EB)

ED 170 428 UD 019 385

Activity Guide: Sex Equity in Leadership Development Project, 1977-1978.
Southeastern Massachusetts Univ., North Dartmouth. Div. of Continuing Studies and Special Programs.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-85p.; For a related document, see UD 019 384
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Strategies, Elementary Secondary Education, *Group Activities, *Learning Activities, *Nondiscriminatory Education, *School Activities, *Sex Fairness, Sex Stereotypes, Teaching Guides, Textbook Bias
Identifiers-Activity Visits

Presented in this guide are a number of plans and strategies designed to help educators and counselors deal with sexism and related topics in various subject areas. Objectives and suggested activities are provided for the areas of career education, parent involvement, parental attitudes, social studies, values clarification, student awareness of sexual stereotyping, sexism in television, staff development, handicapped learners, math, literature, science, remedial reading, human relations, bilingual education, drama, history, physical education, sewing, home economics, art, and English. Activities at the elementary school level are listed by grade. At the middle, junior, and senior high levels, they are listed by subject. A list of resources is also included. (Author/EB)

ED 170 429 UD 019 386

Henriksen, Emmaline Patton, William
Guidelines for Using Racist/Sexist Materials in the Classroom.
Kent State Univ., Ohio. KEDS General Assistance Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 76
Contract-305-75-0005
Note-30p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Ethnic Stereotypes, *Females, Films, *Lesson Plans, *Minority Groups, Racial Discrimination, Sex Discrimination, *Sex Stereotypes, *Textbook Bias

Outlined in this paper are a number of sample lesson plans designed to deal with discriminatory textbooks and curriculum materials. The format of the lesson plans presented is based on the use of negative examples in a textbook or a film as a starting point for a lesson to counter some of the stereotyping that occurs in American education. Emphasis is on expanding the knowledge of contributions made by women and minorities to American technology and the value structure of American society. Sample lesson plans are presented for reading, science, spelling, social studies, and mathematics on the primary, intermediate, and secondary instructional levels. Each lesson plan contains a brief description of the text and/or an example to be used, the objective of the lesson, suggested activities, and a list of references. (EB)

ED 170 430 UD 019 387

Sue, Stanley
Ethnic Minority Research: Trends and Directions.
Pub Date-May 78
Note-22p.; Not available in hard copy due to variable reproduction quality of the original document
Pub Type- Opinion Papers (120) - Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Involvement, Financial Support, Mental Health, *Minority Groups, *Research, *Research Methodology, *Research Needs

In asserting that there is a need for research on ethnic minority groups, this paper discusses the trends and directions for such research. Recommendations are made in areas such as the types of research needed, the relationship between research and minority group needs, increasing the utility of research, the appropriateness of methodological and conceptual strategies, the invovlement of qualified and sensitive researchers, increased collaboration between researchers and the community, the enhancement of mental health, the need for more research funds, and improved access to policy makers and funding sources. It is also argued that if the research needs of ethnic minorities are to be dealt with, the current trend to include more minority group persons on research review groups, in administrative positions, and as decision makers must be expanded. (Author/EB)

ED 170 431 UD 019 388

Miller, Dorothy

Native Perspectives on Alcoholism, Drug Abuse and Mental Health: Healing in a Cultural-Plural Context.

Pub Date- 79
Note-28p.; Best copy available
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Acculturation, Alcoholism, *Cultural Background, Cultural Pluralism, *Cultural Traits, Drug Abuse, Health Personnel, *Majority Attitudes, *Medical Treatment, Mental Illness, *Minority Groups, *Psychiatric Services
Identifiers-*Native Healers

As minority groups in America become more urbanized and come under the pressures of acculturation, they are encouraged to give up old or primitive'' ways in favor of more modern, scientific'' ways. Although they are aware of the existence of illnesses such as cancer and tuberculosis and utilize modern medical services for such problems, many minority groups continue to turn to their own healers, as an alternative to Western psychiatry, for mental illness, alcoholism, and drug abuse. The historical and cultural backgrounds of these minority groups continue to influence their beliefs with regard to their respective healers but the acceptance of these traditional healers among professionals in health care programs has been resisted for many years. Currently there have been piecemeal attempts to supplement Western treatment strategies with specific aspects of the native healing systems. However, until such cultural pluralism is accepted by the majority society, native healing systems will remain largely impotent and powerless, despite their acceptance and use within each minority group. (Author/EB)

ED 170 432 UD 019 389

Taylor, Dalmas A.
Implications of Licensure, Certification and Credentialling for Minority Providers.
Pub Date-May 78
Note-22p.; Not available in hard copy due to reproduction quality of the original document ; Paper presented at the National Conference on Minority Group Alcohol, Drug Abuse and Mental Health Issues (Denver, Colorado, May 22-24, 1978)
Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, *Blacks, *Certification, Educational Opportunities, Eligibility, Employment Opportunities, Employment Qualifications, Health Needs, *Health Occupations, Higher Education, Mental Health, *Minority Groups, *Psychiatric Services, *Psychological Services, Research, Statistical Data

The concern with licensure and certification is responsive to the profession's need to insure that individuals entering into the practice of psychology are well grounded in the core body of knowledge appropriate to such practice. Current trends toward exclusivity in licensure and certification, however, will have a disproportionately adverse effect on minority health service providers. Because the proposed regulations would require training in psychology departments, minorities who have been forced by racism and other discriminatory factors to seek comparable training in related disiplines would not qualify for licensure. This would contribute to the forces that already prevent ethnic minority individuals from achieving employment opportunities that would permit them to serve minority populations. Another results would be that indigent populations, comprised mostly of minorities, not serviced by traditional health service providers, will seek these services from others (e.g., medicine men). It would appear that both existing and proposed licensure and certification guidelines are not in the best interest of minority professionals or communities. (Author/EB)

ED 170 433 UD 019 413

von Euler, Mary, Ed. Lambers, Gail, Ed.
The Catholic Community and the Integration of Public and Catholic Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-NIE-P-78-0034
Note-67p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Catholic Schools, Educationally Disadvantaged, Elementary Secondary Education, *Integration Methods, *Integration Studies, *Minority Groups, *Public Schools, *School Integration
Identifiers-*National Catholic Conference Interracial Justice

In the first paper presented here eight problems are addressed: (1) racial inventory of Catholic school students; (2) inventory of integration policies and programs; (3) minority faculty in Catholic schools; (4) desegregation strategy; (5) Catholic schools and public school desegregation; (6) Catholic schools and Hispanic Americans; (7) successful Catholic magnet'' high schools; and (8) the role of inner city Catholic elementary schools. In the second paper, five aspects of the problem minorities have in becoming part of American society while retaining their own identity are examined: (1) culture; (2) the experience of the early Church; (3) the Catholic schools as an integrating force; (4) the dimensions of the challenge to keep minorities in school; and (5) the response to this challenge. The third paper looks at the statement of the Catholic Church on integration, discusses the call to action and the statistics on integration in Catholic schools. It also examines the problem in the context of voluntary attendance and tuition costs, as well as an agenda for integration and the process of implementation. In the fourth paper, an overview of the Diocese of Columbus, Ohio, shows what is possible and what is working in the process of integrating Catholic schools. The fifth paper, Lessons from Public School Desegregation,'' examines the impetus for desegregation, the constitutional base, class and a racist society, curriculum, educational quality, voluntarism in both the public schools and the Catholic schools, and research needs. The sixth paper discusses the Cleveland experience and its implications for Catholic schools. The last two contributions summarize the conference discussions. (Author/MC)

ED 170 434 UD 019 414

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume I.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date-Feb 79

Note-505p.; For a related document, see UD 019 415; Some pages may be marginally legible due to the print quality of the original document

Pub Type- Reports - Evaluative (142)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Disadvantaged Youth, *Employment Programs, *Federal Programs, *Program Effectiveness, *Program Evaluation, Summer Programs, *Urban Areas, *Work Experience Programs, Youth Employment, Youth Programs

The reports in this volume concentrate on various aspects of the 1978 program designed to meet the employment needs of disadvantaged and minority youth in urban areas. Included are process evaluations, worksite examinations, impact studies, a General Accounting Office report with Department of Labor comments, specialty reports such as the study on the summer program adjustments to California's Proposition 13 as well as technical assistance materials on how to run a successful program. The evaluations identify specific problems in the program, while the technical assistance materials suggest how they can be overcome. (Author/EB)

ED 170 435 UD 019 415

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume II.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-Feb 79
Note-447p.; Some pages may not reproduce well due to reproduction quality of the original document; For a related document, see UD 019 414
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-Disadvantaged Youth, Economically Disadvantaged, *Employment Programs, *Federal Programs, Program Effectiveness, *Program Evaluation, Resource Allocations, *Summer Programs, *Urban Areas, *Work Experience Programs, Youth Employment, Youth Programs

The reports in this volume concentrate on various aspects of the 1978 program designed to meet the employment needs of disadvantaged and minority youth. The reports presented in this volume include: (1) A Study of the New York City Summer Youth Employment Program; (2) Analysis of Summer Youth Employment Programs; (3) A Pilot Study of the Value of Output of Youth Employment Programs; (4) Summary Conference Report on Summer Programs for Economically Disadvantaged Youth (SPEDY); (5) Concept Paper on the Consolidated Youth Employment Program Demonstration; and (6) A Manual for Supervisors in the Summer Youth Employment Program. The evaluative reports identify specific problems in the program, while the technical assistance materials suggest how they can be overcome. (Author/EB)

ED 170 436 UD 019 417

Flaxman, Erwin

Review of Research on the Characteristics of Low Status College Students.

Pub Date- 79
Note-25p.
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Aspiration, *College Students, Economically Disadvantaged, Higher Education, *Low Achievement Factors, *Lower Class Students, Low Level Aspiration, Motivation, *Personality Problems, *Psychological Characteristics, Socioeconomic Influences, *Student Characteristics, Success Factors

This paper refers to data collected in a number of large scale national studies and to the findings of a number of smaller studies to suggest that factors in the personal characteristics of students from low socioeconomic backgrounds explain the underrepresentation of blacks, Hispanics and other low status students in higher education institutions. The topics addressed in this review include: (1) the educational, personal, social and vocational aspirations, values, and expectations of low status students and the relationship of these goals and beliefs to their academic motivation and achievement in college; (2) the academic personality characteristics of low status students and how these characteristics are conducive to success in higher education; and (3) to what degree these students are persisting in college and what personal and institutional factors are most predictive of retention or dropout. A list of references is included. (Author/EB)

dropout. A list of references is included. (Author/[illegible])

ED 170 437 UD 019 419

Slavin, Robert E. Madden, Nancy C.

School Practices that Improve Race Relations: A Reanalysis. Report No. 264.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Grant-NIE-G-78-0210

Note-30p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Students, Caucasian Students, *Peer Relationship, *Race Relations, *Racial Attitudes, *School Integration, Secondary Education, Social Science Research, *Student Attitudes, Student Behavior, *Teacher Attitudes, Textbook Bias

This study, using extensive data collected by the Educational Testing Service in 1974, examines four categories of interventions that may influence interracial behaviors and attitudes in schools. The categories examined are: (1) attempts to change teacher or principal attitudes by means of workshops; (2) attempts to change student attitudes by providing minority history classes, portraying minorities in positive roles in textbooks and in school positions, and discussing race relations in class; (3) heterogeneous grouping, either within or between classes, and (4) attempts to change student behavior directly by assigning them to work and play in mixed-racial groups. The major finding of the study is that the fourth category, actual interaction among students, has by far the strongest positive influence on students' interracial attitudes and behaviors. (Author)

ED 170 438 UD 019 421

Title I Communication Starter Kit.

Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.
Pub Date-Mar 78
Note-27p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Compensatory Education Programs, Elementary Secondary Education, *Information Dissemination, *Organizational Communication, *Public Relations, *Reference Materials, *School Publications
Identifiers-Elementary Secondary Education Act Title I

Compiled in this paper are samples of communication techniques that may be used to publicize and/or improve a school district's Title I dissemination activities. Suggestions are made for various publications a school might consider. These include newsletters, sample news releases, a news release form, progress reports, a school newspaper, a reading progress report, sample parent and Parent Advisory Council letters, and a sample of a teacher recommendation sheet for Title I reading programs. Tips on what to include and how to evaluate such publications are provided. (EB)

ED 170 439 UD 019 425

Access to Equal Educational Opportunity in North Carolina. The Report of the Governor's Commission on Public School Finance.

Governor's Commission on Public School Finance, Raleigh, N.C.
Pub Date-79
Note-137p.; Several pages of this document may be marginally legible; For a related document, see UD 019 426
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Accountability, *Educational Finance, *Educational Needs, Elementary Secondary Education, Equal Education, *Equalization Aid, Program Budgeting, *Program Costs, Public Schools, *Resource Allocations, State Aid, *Student Costs, Teaching Quality
Identifiers-*North Carolina

Presented in this report is a study of the North Carolina school finance system and related areas and recommendations for assuring more equitable financial support for an equal educational opportunity for every child in the State. An overview of the Commission's study is provided. Certain aspects of the public school system in North Carolina are compared to the systems in other States. The status of teachers, particularly teacher quality, and the status of various educational programs throughout the State are examined. The calculation of average costs, added costs, and cost indices for each program area are presented. Alternative measures of fiscal capacity and the degree to which they would effect equalization aid are analyzed. The development of a fixed-level equalization program that would meet both educational needs and program costs is discussed. Recommendations are outlined for each of these areas. Numerous tables list statistical data gathered during the study. (Author/EB)

ED 170 440 UD 019 426

Access to Equal Educational Opportunity in North Carolina. A Condensed Version of the Report of the Governor's Study Commission on Public School Finance of North Carolina.

Governor's Commission on Public School Finance, Raleigh, N.C.
Pub Date-79
Note-18p.; Parts of this document, including photographs, may be marginally legible due to print format of the original document; For a related document, see UD 019 425
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Finance, *Educational Improvement, Elementary Secondary Education, Equal Education, *Equalization Aid, *Program Evaluation, *Resource Allocations, *State Aid, State School District Relationship, Tax Allocation
Identifiers-*North Carolina

Based upon a study of North Carolina, its population, and its fiscal support for schools, this report summarizes the Commission's twelve recommendations. The recommendations are related to: (1) equal opportunity for all children; (2) a comprehensive programmatic method of funding local programs; (3) allocation of State aid through a weighted instructional unit; (4) quality of professional staff; (5) factor for isolated school costs; (6) State equalization funds; (7) equalization fund; (8) equity among taxpayers; (9) State responsibility for financing schools; (10) continuance of State fiscal effort; (11) State participation in school facility costs; and (12) standards for school facilities. (Author/EB)

ED 170 441 UD 019 427

Fukei, Budd
The Japanese American Story.
Pub Date-76
Note-160p.
Available from-Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 ($6.95)
Pub Type- Historical Materials (060)
Document Not Available from FDRS.
Descriptors-*Acculturation, Cultural Background, *Historiography, Immigrants, *Japanese American Culture, *Japanese Americans, Religious Factors, Social Discrimination

This book presents a view of the Japanese American experience from the time of their immigration to this country in the 1800s to their acculturation into American society in the 1970s. Topics dealt with include the prejudice and mistrust experienced by the Japanese immigrants in this country, particularly their evacuation and internment in relocation centers'' during World War II, war brides, intermarriage, Buddhism and Christianity, and the current interest in various aspects of Japanese culture, from the tea ceremony to the art of gardening. Japanese contributions to America such as judo, flower arranging, the art of bonsai, and foods are also considered. In addition, the contributions made by well-known Japanese Americans are discussed. (EB)

ED 170 442 UD 019 432

Stein, Harry

Learning Improvement Group (LIG): An Approach to Basic Skills Improvement in the Departmentalized School.

Pub Date- 79
Note-18p.; Not available in hard copy due to reproduction quality of the original document; Parts of this document may be marginally legible
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Skills, Curriculum Development, *Educational Assessment, *Educational Needs, Elementary Secondary Education, Financial Support, *Improvement Programs, *Instructional Improvement, Self Help Programs, *Student Needs, Teacher Improvement, Teaching Techniques

This paper outlines various aspects of the Learning Improvement Group (LIG). The LIG is described as a model for organizing existing resources to meet basic skills needs of students. Reference is also made to the identification of both student and teacher reading/learning needs in self-renewing schools. Suggestions are made regarding the organization and assessment of LIG. Various assessment approaches and specific assessment strategies are described. Taken into consideration is the time required for these assessment procedures and the individuals who would be best suited for making the assessments. Also discussed are the budget needs of an LIG and its role in curriculum development. Sample forms that teachers would be asked to complete in analyzing student needs and their own teaching styles are included. (EB)

ED 170 443 UD 019 435

Choo, Lehua

Things Hawaiian.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-21p.; Not available in hard copy due to reproduction quality of the original document; For related documents, see UD 019 434-446
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Clothing, Cooking Instruction, *Cultural Activities, Elementary Secondary Education, Food, Games, *Hawaiians, *Learning Modules, Musical Instruments

Identifiers-*Hawaii

In this short guide, activities are described in five areas: musical instruments, games, canoe building, clothing instruction, and cooking with Hawaiian recipes. All of these activities are designed to help young Hawaiians find out about Hawaii's past. This guide is part of an artifacts kit which contains a few of the many different kinds of implements used by the ancient Hawaiians. A list of stores in Hawaii where items used in the kit can be bought is included. (PR)

ED 170 444 UD 019 442

Gouveia, Anna Martins Araujo, Margaret F.

From Madeira to the Sandwich Islands: The Story of a Portuguese Family in Hawaii.

Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-34p.; For related documents, see UD 019 434-446; Some photographs may not reproduce well
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acculturation, *Cultural Background, Cultural Traits, *Immigrants, *Portuguese Americans
Identifiers-*Hawaii, Portugal (Madeira)

In this picture story, a woman describes her family's migration from the Portuguese island of Madeira to Hawaii and the process of acculturation that she and her family went through while retaining aspects of their cultural background. Many photographs are included. (EB)

ED 170 445 UD 019 445

Greevy, Edward W.
Many Faces of Hawaii.
Hawaii Univ., Honolulu. Ethnic Resource Center for the Pacific.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Grant-OEG-0-74-9162
Note-35p.; For related documents, see UD 019 434-446; Not available in hard copy due to reproduction quality of the original document
Pub Type- Guides - Classroom - Learner (051) - Non-Print Media (100)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Ethnic Groups, Ethnic Origins, *Hawaiians
Identifiers-*Hawaii

An interest in Hawaii's people of different ethnic and racial heritage is reflected in this collection of photographs. Each photograph is accompanied by a short description of the individual photographed. Individuals have been selected from the following ethnic groups in Hawaii: Caucasian, Samoan, Puerto Rican, Hawaiian, Korean, Filipino, Chinese, black, Portuguese, and Japanese. (PR)

ED 170 446 UD 019 448

Ethnic Heritage Curriculum Guide, Grades K-6.
Marion City Board of Education, Ala.
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Identifiers-*Alabama (Marion City), Elementary Secondary Education Act Title IX

Presented in this guide are 11 multi-disciplinary ethnic heritage units for use with grades K-6. Included are units on Mexicans, Alabama Indians, the Japanese, black Americans, African and American folklore, the Afro-American struggle for freedom, and the contributions of outstanding blacks to our society. Each unit contains a lesson plan which lists subject matter, general objectives, a subject overview, and estimated class time. Also listed are content outlines, instructional objectives, learning activities, and materials and resources. Samples of pre- and post-tests are provided. (EB)

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Ethnic Heritage Curriculum Guide, Grades 7-12.
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Identifiers-*Alabama (Marion City), Elementary Secondary Education Act Title IX

Presented in this guide are 14 multi-disciplinary ethnic heritage units for use with grades 7-12. Included are units for social studies, English, math, music, vocational education, and special education. Each unit contains a lesson plan which lists subject matter, general objectives, a subject overview, and estimated class time. Also listed are content outlines, instructional objectives, learning activities, and materials and resources. Samples of pre- and post-tests are provided. (EB)

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The Bronx Community College Counseling Program for Probationary Students: A Final Evaluation. ED 169 412
Class Effects in ATI's. ED 170 362
Communicative Reticence: Native Americans in the College Classroom. ED 169 601
Current Research Related to the High School Economics Curriculum. ED 170 212
The Difference Between Potential and Achieved Academic Performance of Freshmen Residents at North Carolina State University. ED 169 843
A Discussion of the Literature and Issues Related to Effective Schooling. ED 170 394
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Education of Ethnic and National Minorities in the USSR: A Report on Current Development. ED 170 224
The Efficacy of Voluntary vs. Compulsory Tutorial Program ED 169 803
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Academically Gifted
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Creative Prescriptions Unlimited, Grades 3-4. Evaluation Program Needs. ED 169 714
Creative Prescriptions Unlimited, Grades 5-6. Evaluation Program Needs. ED 169 715
Creative Prescriptions Unlimited, Grades 7-8. Evaluation Program Needs. ED 169 716
An Evaluation of TCITY: The Twin City Institute for Talented Youth. Report #1 in Evaluation Report Series. ED 170 342
Personality Factors and Instructional Methods ED 170 355

Academically Handicapped
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Academic Aptitude
Class Effects in ATI's. ED 170 362
The Relation of SAT Scores to Birth Order and Number of Siblings. ED 169 507

Academic Education
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Academic Probation
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The Problem of Grade Inflation. ED 170 316
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Accounting
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Office Occupations Accounting, Payroll. Kit No. 64. Instructor's Manual and Student Learning Activity Guide. ED 169 353

Accreditation (Institutions)
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The Effects of Manipulating Self-Concept on Learning and Classroom Performance. ED 169 463
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The Validity of District-Wide Test Means. ED 170 379

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Development of a Comprehensive Proficiency Testing System. ED 170 383
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Manual for the USES Basic Occupational Literacy Test, Section 1: Administration, Scoring and Interpretation. ED 170 308
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Activities
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Adirondack Mountains
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Adjustment (to Environment)
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The Nature of Stress in Middle Age. ED 169 461

Administrative Agencies
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Administrator Evaluation
The Evaluation of Faculty and Non-Academic Administrators. ED 170 290
The Utility of the Assessment Center as a Selection Device. ED 170 349

Administrator Responsibility
The Importance of the Assistant Principal. ED 169 664
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Administrator Role
Changing Administrative Relations Under Collective Bargaining. Junior College Resource Review. ED 170 015
A Conceptual Typology of the Role of the University Attorney. ED 169 871
Mainstreaming. Special Education Is a Part Of, Not a Part From, Regular Education. Background and Guidelines. ED 169 717
Organizing the Environment for Art Instruction. Grades K-12. ED 170 203
The Principalship: A Selected Bibliography. ED 169 684
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Administrator Selection
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The Utility of the Assessment Center as a Selection Device. ED 170 349

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Selection, Retention, Graduation Is It Working? ED 169 425
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Adolescence
High School Psychology. ED 170 223

Adolescent Literature
American Indian Literature. A Selected Bibliography for Iowa Schools. ED 170 100
Homosexual Conflicts and Their Resolutions in Five Adolescent Novels: A Psychological Inquiry. ED 169 560

Adolescents
Demand for Additional Job-Related Training'' by Minnesota Residents Age 16 and Over, 1977. ED 169 284
Reactions to Frustration and Anxiety by Indian and White Adolescents. ED 170 083
A Study of the Relationship of the Self Concept to Student GPA, Grade Level, Age, Sex, and Social Class. ED 169 398

Adoption (Ideas)
Ordering Theory: A Methodology for Sequencing Stages of the Adoption Process. ED 170 205

Adult Basic Education
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Manual for the USES Basic Occupational Literacy Test. Section 1: Administration, Scoring and Interpretation. ED 170 308
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Motivation. Literacy Bibliographies 15. ED 169 208
New Start. General Education (G. E. D.), Job Skills, & Job Placement: A Summary, July 1, 1977 June 30, 1978. ED 169 983

Adult Development
Figural Aftereffects in Adulthood. ED 169 439
Gender and Adult Mid-Life Development: Critical Appraisal. ED 169 441
Psychosocial Development During Adulthood: Age and Cohort Comparisons. ED 169 413

Adult Education
Conference Report: Adult Learning Needs and the Demand for Lifelong Learning. ED 169 384
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Future Directions for a Learning Society. ED 169 215
Open Access, Satellite Education Service (OASES): Final Annual Report. ED 170 001
Research on Post-Secondary Education at NIE. ED 169 835
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Adult Education Programs
Adult Learning Services: A Status Report on Programs of the New York State Education Department. ED 169 216
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Adult Learning
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Literacy Evaluation. Literacy Bibliographies 8. ED 169 209
Post Literacy. Literacy Bibliographies 6. ED 169 210
Teaching Adults to Read. ED 169 518

Adult Reading Programs
Effective Training for Change: An ABE Workshop. ED 169 484

Adults
Demand for Additional Job-Related Training'' by Minnesota Residents Age 16 and Over, 1977. ED 169 284

Adult Students
Motivation. Literacy Bibliographies 15. ED 169 208
Student Characteristics as Compared to the Community Profile 1977-1978. Volume IX, No. 17. ED 169 978

Adult Vocational Education
New Start. General Education (G. E. D.), Job Skills, & Job Placement: A Summary, July 1, 1977 June 30, 1978. ED 169 983
Northern Opportunities Training and Economic Development through Community-Centered Education. Report on Meadow Lake's Vocational Centre June, 1973. ED 170 080
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Adventure Education
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Advertising
Distributive Education Advertising. Kit No. 73. Instructor's Manual and Student Learning Activity Guide. ED 169 362
Pre-Production Planning for Public Service Announcements: A Case Study. ED 169 606

Advisory Committees
Advisory Committees for Vocational Education in Wisconsin Agriculture Education. Bulletin No. 9403. ED 169 386
Community Based Career Education Advisory Councils: A Mechanism for Local Collaborative Efforts. ED 169 388
Development of State Plan for Career Education in Alabama. Final Report. ED 169 217
International Education: A Look Back and a Look Ahead. ED 170 288

Aerial Photography
The Effects of Photo Characteristics Upon Location Determination in a Photogrammetric Facility. Final Report. ED 169 918

Aerospace Technology
Aeronautics and Space Report of the President: 1977 Activities. ED 170 129

Aesthetic Education
Organizing the Environment for Art Instruction. Grades K-12. ED 170 203
Schools, Aesthetic Forms, and Social Reproduction. ED 170 210
Year End Activities Evaluation for the National Committee, Arts for the Handicapped 1977-78. ED 169 734

Affective Behavior
Confluent/Humanistic/Affective Education: A Set of Bibliographies. ED 170 219
The Consequences of Failing to Imitate. ED 170 033

Affective Objectives
A Longitudinal Study of the Effects of a University Human Sexuality Course on Sexual Attitudes. ED 169 454

Affirmative Action
Can Affirmative Action Plans Be Justified under the Compelling Interest Clause of the Fourteenth Amendment? ED 169 646//
Job Crunch: The Affirmative Action Game. ED 169 819

Africa (East)
The Proud Maasai. ED 170 233

African Culture
African Studies Handbook for Elementary and Secondary School Teachers. Second Edition. ED 170 189
The Proud Maasai. ED 170 233

After School Programs
Evaluation of a Neighborhood Settlement House After-School Program. ED 169 399

AGDEX Filing System
The Determination of the Need to Revise the AGDEX Filing System and Its Market Potential. ED 169 278

Age
Attitudes Toward Old Age in Five Cultures. ED 169 437
Handbook for Instruction on Aging in California Public Schools. Kindergarten Through Grade Twelve. ED 169 442
The Relationship of Locus of Control to Marital Status, Age, and Sex of Community College Students. ED 169 985

Age Differences
Age-Segregation of Children. ED 170 029
Effect of Protagonist's Sex on Assessing Gender Differences in Moral Reasoning. ED 170 031
Familiarization and the Development of Attention: Verbal vs. Non-Verbal Materials. ED 170 047
Figural Aftereffects in Adulthood. ED 169 439
Looking, Smiling, Laughing, and Moving in Restaurants: Sex and Age Differences. ED 169 431
Memory for a Salient Childhood Event. ED 170 070
Riskiness in the Elderly: Attitudes of Young and Elderly Adults. ED 169 455
The Role of Cognition in Children's Explanations and Preferences for Skin-Color. ED 170 032
Sex Differences in the Relationship of Recall to Subvocal Speech in Preschool Children. ED 170 053
A Study of the Relationship of the Self Concept to Student GPA, Grade Level, Age, Sex, and Social Class. ED 169 398

Age Groups
Age-Segregation of Children. ED 170 029

Agency Role
Role of Self-Help Organizations in VR with Severely Disabled Individuals. Final Report, September 1, 1977 through August 3, 1978. ED 169 726
Synthesis of Research Related to Policy for Education in Rural America. ED 170 087

Age Segregation
Age-Segregation of Children. ED 170 029

Aggression
Predicting Adolescent Antisocial Behavior Among Hyperactive Boys. ED 169 723
The Role of Hyperactive and Aggressive Symptomatology in Predicting Adolescent Outcome Among Hyperactive Children. ED 169 728

Aging
Handbook for Instruction on Aging in California Public Schools. Kindergarten Through Grade Twelve. ED 169 442

Agricultural Education
Agriculture Forestry Seedlings. Kit No. 53. Instructor's Manual and Student Learning Activity Guide. ED 169 342

Agricultural Engineering
Agriculture Agricultural Mechanics, Electric Motors. Kit No. 56. Instructor's Manual and Student Learning Activity Guide. ED 169 345

Agricultural Occupations
Agriculture Agricultural Production 1, Seed Bed. Kit No. 6. Instructor's Manual and Student Learning Activity Guide. ED 169 295
An Investigation into the Prestige Structure of Agricultural Occupations. ED 170 074

Agricultural Production
Agriculture Agricultural Production 1, Seed Bed. Kit No. 6. Instructor's Manual and Student Learning Activity Guide. ED 169 295
Agriculture Livestock Management. Kit No. 61. Instructor's Manual and Student Learning Activity Guide. ED 169 350

Agricultural Supply Occupations
Agriculture Agricultural Sales and Service. Kit No. 21. Instructor's Manual and Student Learning Activity Guide. ED 169 310

Agriculture
Agriculture Agricultural Mechanics, Electric Motors. Kit No. 56. Instructor's Manual and Student Learning Activity Guide. ED 169 345
Agriculture Agricultural Sales and Service. Kit No. 21. Instructor's Manual and Student Learning Activity Guide. ED 169 310
Agriculture Agriculture Science Seed Germination. Kit No. 51. Instructor's Manual and Student Learning Activity Guide. ED 169 340
Agriculture Forestry. Kit No. 31. Instructor's Manual and Student Learning Activity Guide. ED 169 320
Agriculture Horticulture. Kit No. 36. Instructor's Manual and Student Learning Activity Guide. ED 169 325
Agriculture Livestock Management. Kit No. 61. Instructor's Manual and Student Learning Activity Guide. ED 169 350
Agriculture Ornamental Horticulture. Building Model Greenhouse and Growing Plants. Kit No. 41. Instructor's Manual and Student Learning Activity Guide. ED 169 330
Agriculture Soil Conservation. Kit No. 74. Instructor's Manual and Student Learning Activity Guide. ED 169 363

Agronomy
Introduction to Agronomy, Grain Crops, Weeds and Controls. A Learning Activity Pac in Agricultural Education Courses in Wisconsin. ED 169 387

Air Conditioning Equipment
T & I Air Conditioning. Kit No. 82. Instructor's Manual and Student Learning Activity Guide. ED 169 371

Airline Industry
Airline Workers. Grade 3. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 263

Alabama
Development of State Plan for Career Education in Alabama. Final Report. ED 169 217
Revised Faculty Certification Requirements and Application for Certification for Technical College/Institute Instructors. ED 169 963

Alabama Commission on Higher Education
Alabama's Challenge: Higher Education in the 1980's. Report of the Second Special Committee to Evaluate the Alabama Commission on Higher Education. ED 169 823

Alabama (Marion City)
Ethnic Heritage Curriculum Guide, Grades K-6. ED 170 446
Ethnic Heritage Curriculum Guide, Grades 7-12. ED 170 447

Alaska Natives
Avaqqanam Quliaqtuaqtanik: I. Qupqugiaq, II. Inuqulligaurat (I. The Ten-Legged Polar Bear; II. Dwarves). ED 169 766
Avilaitqatigiik (The Two Friends). ED 169 761
Dena'ina (Tanaina) Noun Dictionary. ED 169 768
Gineerinlyaa (Poems). ED 169 769
Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook). ED 169 770
Ndal Tsukdu Gheldzay Tsukdu (Crane Story and Moon Story). ED 169 762
Otayahuk Ungazimi (Otayahuk in Ungaziq). ED 169 772
Piyaataa!ghiit (Going for a Walk). ED 169 752
A Preliminary Descriptive Study of Village Student English Language Ability in the Lake and Peninsula School District With Recommendations For Language Instruction. ED 169 784
Qanuq Kayuqtuq Kaviqsiruaq (How the Fox Turned Red). ED 169 760
The Social and Behavioral Effects of Broadcast Television on Previously Untouched Audiences. Final Report. ED 169 904
Suvali Una? (And What Is This One Doing?). ED 169 753
Unangam Ungiikangin I (Aleut Traditions). ED 169 767
Vak'aandaii (Touch It). ED 169 764

Alaska (Peninsula)
A Preliminary Descriptive Study of Village Student English Language Ability in the Lake and Peninsula School District With Recommendations For Language Instruction. ED 169 784

Alberta
Report of the Mighty Moose Reading Project, 1977-1978. ED 169 501

Alcohol Education
Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrest: Participant Manual. ED 169 213
Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrests: Planning Guide. ED 169 279
Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrests: Workshop Leader Outline (Instructor's Manual). ED 169 280

Algebra
Programmable Calculators Facilitate Simple Solutions to Mathematical Problems. ED 170 115

Alternate Energy Sources
Energy for Survival: The Alternative to Extinction. ED 170 111//

American Federation of Teachers
Unions and the Academic Enterprise. ED 169 818

American Indian Culture
Communicative Reticence: Native Americans in the College Classroom. ED 169 601

American Indian Education
American Indian Literature. A Selected Bibliography for Iowa Schools. ED 170 100
Math Avoidance: A Barrier to American Indian Science Education and Science Careers. ED 170 084
Northern Opportunities Training and Economic Development through Community-Centered Education. Report on Meadow Lake's Vocational Centre June, 1973. ED 170 080
Schooling and the American Indian High School Student. ED 170 081

American Indian Languages
Ataatalugiik (Grandchild with Grandfather). ED 169 765
Avaqqanam Quliaqtuaqtanik: I. Qupqugiaq; II. Inuqulligaurat (I. The Ten-Legged Polar Bear; II. Dwarves). ED 169 766
Avilaitqatigiik (The Two Friends). ED 169 761
Dena'ina (Tanaina) Noun Dictionary. ED 169 768
Digelas Tukda (The Story of a Tanaina Chief). ED 169 763
Gineerinlyaa (Poems). ED 169 769
Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook). ED 169 770
Ndal Tsukdu Gheldzay Tsukdu (Crane Story and Moon Story). ED 169 762
Qanuq Kayuqtuq Kaviqsiruaq (How the Fox Turned Red). ED 169 760
Suvali Una? (And What Is This One Doing?). ED 169 753
Tongass Texts. ED 169 771
Vak'aandaii (Touch It). ED 169 764

American Indian Literature
American Indian Literature. A Selected Bibliography for Iowa Schools. ED 170 100

American Indians
American Indian Literature. A Selected Bibliography for Iowa Schools. ED 170 100
Communicative Reticence: Native Americans in the College Classroom. ED 169 601
Locus of Control and Self-Esteem in Indian and White Students. ED 170 082
Math Avoidance: A Barrier to American Indian Science Education and Science Careers. ED 170 084
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Ancillary Services
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Animal Science
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Annotated Bibliographies
Resources in Education (RIE). Volume 14, Number 9. ED 169 206

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Anthropological Linguistics
ALSED Round Table. Final Report. ED 169 782

Anthropology
The Proud Maasai. ED 170 233

Anti Social Behavior
Predicting Adolescent Antisocial Behavior Among Hyperactive Boys. ED 169 723

Anxiety
Children With Serious Illness: Behavioral Correlates of Separation and Isolation. ED 169 408
Exploring the Effectiveness of Reinforcement in Covert Reinforcement Therapy: A Case Study. ED 169 420
Fear of Thinness: An Alternative Approach to the Treatment of Obesity. ED 169 436
Maternal Anxiety and Lead Levels in Children. ED 169 451
Math Avoidance: A Barrier to American Indian Science Education and Science Careers. ED 170 084
Reactions to Frustration and Anxiety by Indian and White Adolescents. ED 170 083
Test Anxiety and Perception of Self: A Correctional Study. ED 169 426

Appalachian State University NC
Center for Instructional Development, 1977-78. Third Annual Report. ED 169 794

Appalachia (South)
Teaching Mountain Children: Towards a Foundation of Understanding. ED 170 090

Apprenticeships
Occupational Program Inventory. Michigan Public Community & Junior Colleges. ED 169 997

Aptitude
Aptitude-treatment Interaction in Mathematics Instruction Using Calculators. ED 170 113
A Functional Approach to Analyzing Treatments in ATI Reearch. ED 170 367

Aptitude Treatment Interaction
Class Effects in ATI's. ED 170 362
A Functional Approach to Analyzing Treatments in ATI Reearch. ED 170 367

Arabs
Educational R&D in Saudi Arabia: An Ethnomethodological Analysis. ED 170 216

Architectural Barriers
Steps Toward Campus Accessibility. ED 169 681

Architectural Drafting
T & I Drafting, Reading the Architect's Scale. Kit No. 16. Instructor's Manual and Student Learning Activity Guide. ED 169 305

Architectural Education
Follow-Up Survey of Former Architecture Technology Students. Volume IX, No. 14. ED 169 975
Follow-up Survey of Former Architecture Transfer Students. Volume IX, No. 13. ED 169 974
Women Students at the Boston Architectural Center 1975-1978. ED 170 191

Area Studies
African Studies Handbook for Elementary and Secondary School Teachers. Second Edition. ED 170 189

Area Vocational Schools
Guide for AVTS and Community College Post Secondary Distributive Education. ED 169 281

Arithmetic
Manual for the USES Basic Occupational Literacy Test. Section 1: Administration, Scoring and Interpretation. ED 170 308

Art Activities
Artesanias Mexico - Americanas. Programa Piloto de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XIII Arts and Crafts of Mexico and the Americas. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XIII . ED 170 040

Art Appreciation
The Visual Arts and Cognitive Development: An Annotated Bibliography. ED 170 025

Art Education
Art Education: A Guide to Information Sources. ED 170 064//
Artesanias Mexico - Americanas. Programa Piloto de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XIII Arts and Crafts of Mexico and the Americas. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XIII . ED 170 040
Arts and Humanities: Perspectives. A First Report (1979) of Project H.E.L.P. (Humanities Education Liaison Program). ED 170 208
Organizing the Environment for Art Instruction. Grades K-12. ED 170 203

Articulation (Program)
Articulation. ED 170 005
A History of the Activities Which Lead to a Formal Articulation Policy for Higher Education in Oklahoma. ED 169 970
The Identification and Assessment of Competence: Phase II. Florida Competency-Based Articulation Project, Final Report, October 1977 through July 1978. ED 169 839
Vocational Education through Cooperative Work Experience. Final Report. ED 169 244

Artificial Intelligence
Development and Evaluation of an Adaptive Computerized Training System (ACTS). R&D Report 78-1. ED 169 916

Artists
T & I Painting and Decorating. Kit No. 5. Instructor's Manual and Student Learning Activity Guide. ED 169 294

Art Teachers
Art Education: A Guide to Information Sources. ED 170 064//

Asian Studies
India A Look Across Cultures. ED 170 239

Assertiveness
Can Assertiveness be Distinguished From Aggressiveness Using Self Report Data? ED 169 419

Assessment Centers
The Utility of the Assessment Center as a Selection Device. ED 170 349

Assistant Principals
The Importance of the Assistant Principal. ED 169 664
Salary Report #2. Principals and Assistant Principals. Administrative Information Report. ED 169 680

Associate Degrees
Associate Degrees and Other Formal Awards Below the Baccalaureate: Analysis of 6-Year Trends. ED 169 962
Facts and Myths about Nursing Legislation. ED 169 991
Follow-Up Survey of Former Architecture Technology Students. Volume IX, No. 14. ED 169 975
Universe of Goals. Pediatric Nurse Practitioner/Associate Programs. ED 169 799

Astronomy
Effective Astronomy Teaching and Student Reasoning Ability: A Workshop. ED 170 168//
1978-79 Directory of Physics & Astronomy Staff Members. ED 170 144//
1978-79 Graduate Programs in Physics, Astronomy and Related Fields. ED 170 145//

Athapascan Languages
Ataatalugiik (Grandchild with Grandfather). ED 169 765
Avaqqanam Quliaqtuaqtanik: I. Qupqugiaq; II. Inuqulligaurat (I. The Ten-Legged Polar Bear; II. Dwarves). ED 169 766
Avilaitqatigiik (The Two Friends). ED 169 761
Dena'ina (Tanaina) Noun Dictionary. ED 169 768
Digelas Tukda (The Story of a Tanaina Chief). ED 169 763
Gineerinlyaa (Poems). ED 169 769
Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook). ED 169 770
Ndal Tsukdu Gheldzay Tsukdu (Crane Story and Moon Story). ED 169 762
Qanuq Kayuqtuq Kaviqsiruaq (How the Fox Turned Red). ED 169 760
Suvali Una? (And What Is This One Doing?). ED 169 753
Tongass Texts. ED 169 771
Vak'aandaii (Touch It). ED 169 764

Athletics
Athletic Delinquency: A Preliminary Approach. ED 170 282

Atomic Structure
An Introduction to the Periodic Law for General Chemistry Students. ED 170 172

Atomic Theory
An Introduction to the Periodic Law for General Chemistry Students. ED 170 172

Attachment Behavior
Children With Serious Illness: Behavioral Correlates of Separation and Isolation. ED 169 408

Attention
Familiarization and the Development of Attention: Verbal vs. Non-Verbal Materials. ED 170 047

Attitudes
Changes in Attitudes Toward Environmental Education and Selected Teaching Behaviors of Teachers Participating in Environmental Education Workshops. ED 170 170
Citizens' Perceptions of the Marine Environment and the Placement of Precollege Marine Education Instruction in the Public Schools. ED 170 161
Confluent/Humanistic/Affective Education: A Set of Bibliographies. ED 170 219
Improving Preservice Elementary Teachers' Attitudes and Knowledge Concerning the Use of Science as a Contest Vehicle for Language Arts Instruction. ED 170 174
The Influence of Knowledge on Young People's Perceptions About Wildlife. Final Project Report to the National Wildlife Federation. ED 170 167
Measuring the Attitudes and Awareness of Environmental Education Camp Users. Forest Service Research Paper NE-426. ED 170 143
Perceptions of Parenthood and Infant Development: A Comparison of the Views of High School Students, College Students, and Expectant Parents. ED 170 051
A Survey on Reading as a Highly Masculine or Highly Feminine Activity. ED 169 506
Teaching Mountain Children: Towards a Foundation of Understanding. ED 170 090

Attitude Tests
Approaches to Measurement in Religious Education. ED 170 300
Influence of Item Direction on Student Responses in Attitude Assessment. ED 170 366

Attribution Theory
Learned Helplessness in Children with Reading Difficulties. ED 169 500
Perceived Additivity of Intrinsic and Extrinsic Motivation in Young Children. ED 170 054
The Role of Cognition in Children's Explanations and Preferences for Skin-Color. ED 170 032
Self-Esteem and Sex Differences in Attributional Style: Effect Upon Performance. ED 169 403
Social Context Variables in the Social Perception of Rape. ED 169 447

Attrition (Research Studies)
Calculation of Nonresponse-Adjusted Student Weights for Respondents to the NLS Base-Year and First Follow-up Surveys. RTI 22U-884-3. ED 170 301
Student Retention and Graduation at North Carolina State University. ED 169 863

Audiovisual Aids
Engineering - A World of Possibilities. A List of Audio Visual Aids and Written Materials. ED 170 178
Mediagraphy on Deafness and the Deaf. ED 169 721
Report of the Mighty Moose Reading Project, 1977-1978. ED 169 501
Will Primary Grade Title I Students Demonstrate Greater Achievement in Reading With the Use of Audio-Visual Aids Than Those Who Haven't Utilized the Same Media? ED 169 509

Audiovisual Instruction
A Report on the 1978 Invitational Conference & Workshop on Film/Video as an Artistic, Professional, & Academic Discipline. ED 169 590//

Audiovisual Programs
MOPPET...How to Do It. ED 169 551
MOPPET: Theory and Practice. ED 169 552
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A K-3 Humanities Program. ED 169 553
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): An Eighth Grade Humanities Program. ED 169 556
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A Ninth Grade Humanities Program. ED 169 557
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A Seventh Grade Humanities Program. ED 169 555
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A 4-6 Grade Humanities Program. ED 169 554
Summary of Findings and Recommendations on Federal Audiovisual Activities. ED 169 882

Auditory Discrimination
Effects of Talker's Sex on Discrimination Scores of Normal Hearing Listeners Using CID W-22 Word Lists. ED 170 341

Aurally Handicapped
Mediagraphy on Deafness and the Deaf. ED 169 721

Australia
Adjustment to Work: A Follow Up of Mildly Intellectually Handicapped Adolescents Who Have Undergone Training in a Work Preparation Centre. The Granville Project . ED 169 703
Assessment of Needs and Implementation of Client-based Programmes. and On-Going Assessment of Work Undertaken by Trainees. The Granville Project . ED 169 704
A Comparison of Two Methods of Teaching a Reading Task to Mildly Intellectually Handicapped Adolescents. The Granville Project . ED 169 699
Developing Independence Through Work Preparation. Minerva Street Special School Augmented Evaluation of Innovations Program Project (76/6040). ED 169 705
The Granville Project. ED 169 696
A Model for the Evaluation of Vocational Preparation Programs for the Learning Disabled. ED 169 706
A Model for the Planning and Organisation of Work Preparation Facilities for the Mildly Intellectually Handicapped. The Granville Project . ED 169 701
Program Development for the Acquisition of Work and Social Skills. The Granville Project . ED 169 698
Social Development Training Project. Stage I and Stage II. The Granville Project . ED 169 697
A Study of the Attitudes of N.S.W. School Principals Toward the Educational and Pre-Vocational Provisions for the Mildly Intellectually Handicapped. The Granville Project . ED 169 702
Vocational Preparation for the Mildly Retarded: An Investigation Into Employment Patterns and Related Factors. The Granville Project . ED 169 700

Auto Body Repairmen
T & I Automotive Body Repair. Kit No. 49. Instructor's Manual and Student Learning Activity Guide. ED 169 338

Autoinstructional Aids
Counselor Renewal System (CRS). ED 169 457
Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students. Interim Report, July 1, 1978 to December 31, 1978. ED 169 693

Auto Mechanics (Occupation)
T & I Auto Service Repair. Kit No. 14. Instructor's Manual and Student Learning Activity Guide. ED 169 303
T & I Small Engine Repair, the Ignition System. Kit No. 7. Instructor's Manual and Student Learning Activity Guide. ED 169 296

Avoidance Strategies (Language)
Strategies of Communication Used by Native and Non-Native Speakers of French. Working Papers on Bilingualism, No. 17. ED 169 777

Bachelors Degrees
College and University Admissions and Enrollment, New York State, Fall 1977. ED 169 805
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Baking Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 257

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A Survey of Community/Junior Colleges in the United States to Determine the Extent of Interest and Development of Band Programs Involving Area Adults. American School Band Directors' Association, Research Committee Reports for the Annual Convention (24th, Atlantic City, New Jersey, 1976). ED 170 234

Bantu Languages
A Study of Code-Mixing in Bilingual Language Acquisition. ED 169 786

Basic Occupational Literacy Test
Manual for the USES Basic Occupational Literacy Test. Section 1: Administration, Scoring and Interpretation. ED 170 308
Manual for the USES Basic Occupational Literacy Test. Section 2: Development. ED 170 343

Basic Reading
Manual for the USES Basic Occupational Literacy Test. Section 1: Administration, Scoring and Interpretation. ED 170 308

Basic Skills
Development of a Comprehensive Proficiency Testing System. ED 170 383
Effective Training for Change: An ABE Workshop. ED 169 484
Learning Improvement Group (LIG): An Approach to Basic Skills Improvement in the Departmentalized School. ED 170 442
Mainstreaming: The Educational Resource Centers Model. ED 169 744
Manual for the USES Basic Occupational Literacy Test. Section 2: Development. ED 170 343
New Jersey Statewide Minimum Standards: Results from the Program's Second Year. Occasional Papers in Education. ED 170 338
Performance Indicators for Competency Assessment. Competencies Catalogue and User's Guide. A Resource for School Districts Interested in Defining and Testing for Minimal Competencies. ED 170 335
The Special Education Core Curriculum Manual, Basic Level. Learning Skills, Oral Language, Reading, Mathematics. ED 169 695

Beginning Reading
Beginning Reading in Sweden. ED 169 470
The Effects of Socioeconomic Differences on First Grade Children's Expectations of and Attitudes toward Reading. ED 169 490
On the Dialect Question and Reading. Technical Report No. 121. ED 169 522
Parents are Reading Teachers Too! ED 169 517
The Soft Start of the Danish Schools: Learning to Read Slowly. ED 169 485

Beginning Teachers
Relationships Between Success in an Education Program and Success in the Teaching Profession. ED 170 291
Superintendents' View of Teacher Education Graduates of the University of Maine at Orono. ED 170 286

Behavioral Counseling
A Model for Teaching Rational Behavior Therapy in a Public School Setting. ED 169 415

Behavioral Objectives
Accountability in the Gymnasium: A Behavior Analysis Approach. ED 170 294
Airline Workers. Grade 3. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 263
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Be Still, Be Quiet, Be Docile: What Do the Data Say? ED 170 315
Community Helpers. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 251
A Critical Review of Content Domain Specification/Item Generation Strategies for Criterion-Referenced Tests. ED 170 382
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Distributive Education Fashion Merchandising Wardrobe Coordination. Kit No. 76. Instructor's Manual and Student Learning Activity Guide. ED 169 365
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A Few of Our Favorite Things. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 253
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Language Arts Curriculum Guide. ED 169 565
Manufacturing. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 269
Me. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 248
Me, Myself, and I. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 273
My Environment. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 256

My Feelings Are Me. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 271
Office Occupations Clerical Calculators. Kit No. 75. Instructor's Manual and Student Learning Activity Guide. ED 169 364
Office Occupations General Clerical, Receptionist. Kit No. 65. Instructor's Manual and Student Learning Activity Guide. ED 169 354
Our Group and Me. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 268
Pet Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 259
Police Workers. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 267
Postal Workers. Grade Four. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 266
Responding Behaviors. Grade Three. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 261
Restaurant Industry. Grade Three. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 262
School Workers. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 250
Some Guidelines for Determining the Length of Objectives-Based Criterion-Referenced Tests. ED 170 381
T & I Tile Setting. Kit No. 79. Instructor's Manual and Student Learning Activity Guide. ED 169 368
TV Industry. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 274
The Use of the Performance-Oriented Instructional Worksheet in Meeting Instructional Needs Within the Environmental Protection Agency. ED 170 120

Behavior Change
Agreeing to Learn. ED 169 448
Application of Biofeedback/Relaxation Training to Exceptional Children. ED 169 739
Behavioral Analysis and Modification of Drug Abuse. ED 169 446
Be Still, Be Quiet, Be Docile: What Do the Data Say? ED 170 315
Changing Sex Roles. ED 170 066
The Effects of Manipulating Self-Concept on Learning and Classroom Performance. ED 169 463
Exploring the Effectiveness of Reinforcement in Covert Reinforcement Therapy: A Case Study. ED 169 420
A Model for Teaching Rational Behavior Therapy in a Public School Setting. ED 169 415

Behavior Development
The Consequences of Failing to Imitate. ED 170 033

Behavior Patterns
Alcohol and Drug Use in a Suburban Sample of College and High School Students. ED 169 406
Can Assertiveness be Distinguished From Aggressiveness Using Self Report Data? ED 169 419
Classroom Teacher Behavior and Instructional Organization Patterns. ED 170 280
Dating Behavior Among Single Parents: The Case of the Black Middle Class. ED 170 403
Elementary Studentship: Toward an Understanding. ED 169 411
Friends in School: Patterns of Selection and Influence in Secondary Schools. Report No. 266. ED 170 198
Gender and Adult Mid-Life Development: Critical Appraisal. ED 169 441
Looking, Smiling, Laughing, and Moving in Restaurants: Sex and Age Differences. ED 169 431
Perceptions of Same-Sex and Cross-Sex Touching: It's Better to Give Than to Receive. ED 169 417
Perceptions of Therapist Self-Disclosure: An Analogue Study. ED 169 400
Riskiness in the Elderly: Attitudes of Young and Elderly Adults. ED 169 455
Sex Determined Consequences of Different Play Styles in Early Childhood. ED 170 055
When Individual Dispositions and Social Pressure Conflict: A Catastrophe. ED 169 435

Behavior Problems
A Program of Consultation, Training and Counselling of Children with Learning and Behavioral Problems and Their Parents and Teachers. ED 169 467

Behavior Rating Scales
Broome Functional Behavior Checklist. Technical Report 79-03. ED 169 727
Can Assertiveness be Distinguished From Aggressiveness Using Self Report Data? ED 169 419
Mirrors for Behavior III. An Anthology of Observation Instruments. ED 170 320

Behavior Standards
The Imagination of Students Is Not Always Free Speech. ED 169 656//
The Value System, Code for Conduct and Levels of Social Interaction in a Midwestern Middle-Class American Community. Working Paper #96. ED 170 073
Bias in the Prediction of Achievement and in Admission of Black Students to North Carolina State University. ED 169 842

Bibliographic Citations
The NDN in E.R.I.C.: A Piece of the Action. ED 169 954

Bibliographies
Canadiana: Canada's National Bibliography: Description and Guide. ED 169 891

Biculturalism
Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations. ED 169 757
Helping Young Children Develop a Positive Self-Concept. Bilingual/Bicultural Child Development Associate Pilot Project: Module XVI. ED 170 043
Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module X. ED 170 037
Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module XV. ED 170 042
Teaching Concepts to Young Children Through Cultural Cooking Experiences. Bilingual/Bicultural Child Development Associate Pilot Project: Module XIV. ED 170 041

Bidialectalism
Standard English Versus Dialects: Another View. ED 169 545

Bilingual Education
Aprendemos de carreras (We Learn about Careers). ED 170 099
Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations. ED 169 757
Bilingual/Bicultural Education Update of Lau v. Nichols. ED 169 652//
Bilingual Reading. ED 169 751
Dos Amigos... (Two Friends...). ED 170 095
Graciela Camina a la Escuela (Graciela Walks to School). ED 170 096
Helping Young Children Develop a Positive Self-Concept. Bilingual/Bicultural Child Development Associate Pilot Project: Module XVI. ED 170 043
Interstate Migrant Education Task Force. Third Interim Report: Findings and Recommendations. Report No. 127. ED 170 106
Las Tres Comidas del Dia (The Three Meals of the Day). ED 170 097
My School of Experience; Lessons Learned. ED 170 256
Resources for Teaching Mathematics in Bilingual Classrooms. ED 170 119
State Education Agencies and Language-Minority Students. ED 169 749
Summary Report on Postsecondary Bilingual and Bicultural Education by Sector. New York State. Final Report. ED 170 421
Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module XV. ED 170 042
Un Libro de Pinturas de la Revolucion de Mexico (A Book of Drawings of Mexico's Revolution). ED 170 098

Bilingual Handicapped
The Identification of Bilingual Handicapped Students. ED 169 709

Bilingualism
A Study of Code-Mixing in Bilingual Language Acquisition. ED 169 786
Teaching Second Language in Multilingual/Multicultural Contexts. ED 169 780

Bilingual Students
The Identification of Bilingual Handicapped Students. ED 169 709

Bilingual Teachers
Artesanias Mexico - Americanas. Programa Piloto de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XIII Arts and Crafts of Mexico and the Americas. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XIII. ED 170 040
Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module VIII. ED 170 035
Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module IX. ED 170 036
Juegos - Cuentos - Cantos - Y - Rimas. Programa Piloto de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XII Games - Stories - Songs - And - Rhymes. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XII. ED 170 039
Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Devopment Associate Pilot Project: Module XI. ED 170 038
Teaching Concepts to Young Children Through Cultural Cooking Experiences. Bilingual/Bicultural Child Development Associate Pilot Project: Module XIV. ED 170 041

Biofeedback
Application of Biofeedback/Relaxation Training to Exceptional Children. ED 169 739

Biographical Inventories
Black Contributors to Science and Energy Technology. ED 170 154

Biological Influences
Q-Type Factor Analysis of Healthy Aged Men. ED 170 329

Biological Sciences
A Lesson from BSCS Experience. ED 170 255

Biomedical Sciences
Biomedical Communication Skills for Minority Students. ED 170 094

Birth
A Model of Maternal Coping with Childbirth: Implications for Research and Methodology. ED 169 407
Two to Get Ready. Preparing for Parenthood: Two Heads are Better Than One. Student Guide Footsteps. Report Number 4. ED 169 930

Birth Order
The Relation of SAT Scores to Birth Order and Number of Siblings. ED 169 507

Black Colleges
The Black Protest Tradition of Historically Black Colleges: A Comparative Analysis of Historically Black and Historically White Institutions. ED 170 410//
Debate and Understanding Symposium No. 4, 1978: Myths and Realities About Historically Black Colleges in Higher Education. ED 170 408
Myths and Realities Concerning the Black Colleges in Higher Education: A Lodestar for a Historical Analysis. ED 170 409//
Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics. ED 169 834

Black Culture
Homiletics of the Traditional Black Church. ED 169 580

Black Dialects
On the Dialect Question and Reading. Technical Report No. 121. ED 169 522

Black Education
The Black Protest Tradition of Historically Black Colleges: A Comparative Analysis of Historically Black and Historically White Institutions. ED 170 410//
Debate and Understanding Symposium No. 4, 1978: Myths and Realities About Historically Black Colleges in Higher Education. ED 170 408
The Forgotten Side of the Black Undergraduate: An Assessment of Academic Achievements and Spirations during the 1970's. ED 170 426
Informal Comments on Critical Issues in Higher Education. ED 169 539
Myths and Realities Concerning the Black Colleges in Higher Education: A Lodestar for a Historical Analysis. ED 170 409//
NAACP Report on Quality Education for Black Americans: An Imperative. ED 170 385//
A Prime Assessment for Black Colleges: Role of Blacks in the Sciences and Related Fields. ED 170 411//

Black Employment
Informal Comments on Critical Issues in Higher Education. ED 169 539

Black History
Debate and Understanding Symposium No. 4, 1978: Myths and Realities About Historically Black Colleges in Higher Education. ED 170 408

Black Leadership
Black Contributors to Science and Energy Technology. ED 170 154

Black Mothers
Dating Behavior Among Single Parents: The Case of the Black Middle Class. ED 170 403

Black Organizations
Homiletics of the Traditional Black Church. ED 169 580

Blacks
Black Chronicle: An American History Textbook Supplement. ED 170 236
Dating Behavior Among Single Parents: The Case of the Black Middle Class. ED 170 403
Implications of Licensure, Certification and Credentialling for Minority Providers. ED 170 432
Prejudice and Discrimination in the Urban Housing Market. Discussion Paper D77-9. ED 170 390//
The Quality of Municipal Services, Central City Decline, and Middle-Class Flight. Research Report R78-1. ED 170 393//

Black Students
Bias in the Prediction of Achievement and in Admission of Black Students to North Carolina State University. ED 169 842
Black Freshmen at North Carolina State University. ED 169 841
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 2. ED 169 809
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 862
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 861
On the Dialect Question and Reading. Technical Report No. 121. ED 169 522
A Prime Assessment for Black Colleges: Role of Blacks in the Sciences and Related Fields. ED 170 411//
Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics. ED 169 834

Blind
A Project to Demonstrate the Role of a Rehabilitation Team in Providing Comprehensive Services to the Older Legally Blind on an Itinerant Basis. Final Report. ED 169 240

Board of Education Policy
Actions Adopted by the Board of Governors of the California Community Colleges. ED 169 994

Board of Education Role
Education Code Mandates of the Board of Governors and Chancellor's Office: Comments on Compliance and Recommendations for Change. ED 169 993

Board of Regents v Roth
Employee Nonreappointment: What Constitutes a Stigma? ED 169 637//

Body Height
The Perceptual Distortion of Height in Intercollegiate Debate. ED 169 605

Body Language
Looking, Smiling, Laughing, and Moving in Restaurants: Sex and Age Differences. ED 169 431

Body Weight
Fear of Thinness: An Alternative Approach to the Treatment of Obesity. ED 169 436

Bookkeeping
Planning for Lutheran High Schools. Maintaining Fiscal Responsibility. Part One Accounting. Part Two Budgeting. Part Three Five-Year Budget Projection. H 10. ED 169 620

Books
Appraisal, Children's Science Books, Vol. 12, No. 1, Winter, 1979. ED 170 137//

Branch Libraries
The Chicago Public Library Annual Report, 1969-1976. ED 169 880

Bricklaying
T & I Brick Masonry II. Kit No. 80. Instructor's Manual and Student Learning Activity Guide. ED 169 369
T & I Masonry. Kit No. 10. Instructor's Manual and Student Learning Activity Guide. ED 169 299

Broadcast Industry
TV Industry. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 274

Budgeting
Budgeting in Higher Education. AAHE-ERIC/Higher Education Research Report No. 3, 1979. ED 169 875
Planning and Control in Higher Education. ED 169 868
Planning for Lutheran High Schools. Maintaining Fiscal Responsibility. Part One Accounting. Part Two Budgeting. Part Three Five-Year Budget Projection. H 10. ED 169 620
Planning for Lutheran High Schools. Resources for Financial Planning. Part One How Lutheran High Schools Are Funded. Part Two Budgeting and Funding the Exploration, Survey, Planning, and Implementation Phases. Part Three Strategies for Funding the First Year. HO 9. ED 169 619
The Texas Formula System. ED 169 811

Building Design
Fundamentals of Solar Heating. Correspondence Course. ED 170 122

Building Operation
School Energy Crisis: Problems and Solutions. AASA Critical Issues Report. ED 170 110//

Building Trades
T & I Building Construction, Wall Section. Kit No. 40. Instructor's Manual and Student Learning Activity Guide. ED 169 329

Burger Court
New Rules of Evidence in School Desegregation Cases before the United States Supreme Court. ED 169 645//

Business Administration
Decision Making Policies and Worker Influence in Employee Owned Firms. ED 169 395
Metrication for the Manager. ED 170 128

Business Communication
Office Occupations Business Communications. Kit No. 20. Instructor's Manual and Student Learning Activity Guide. ED 169 309

Business Education
CS 237 Fortran for Business. Course Guide. ED 169 947
A Teacher's Guide to the Economy and Business Organizations. ED 170 232

Business Responsibility
Technology for the Inner City Experience and Promise. ED 170 387

Bus Transportation
Parent Perceptions of Magnet Schools as a Method of Desegregation. ED 170 384

Cabinetmaking
Cabinetmaking. Kit No. 13. Instructor's Manual and Student Learning Activity Guide. ED 169 302

Cake Decorating
Home Economics Food Services, Basic Cake Decorating. Kit No. 57. Instructor's Manual and Student Learning Activity Guide. ED 169 346

Calculation
Aptitude-treatment Interaction in Mathematics Instruction Using Calculators. ED 170 113
Because of Programmable Calculators, Why Avoid These Problems Any Longer? ED 170 114
The Calculator's Effect on Children's Solution Processes. ED 170 166
Investigations with Calculators: Abstracts and Critical Analyses of Research. ED 170 134
The New Calculation in Education: A Research Agenda. ED 170 169
A Programmable Calculator Activity, x 1/x ≠ 1. ED 170 117
Programmable Calculators Facilitate Simple Solutions to Mathematical Problems. ED 170 115
Using Programmable Calculators to Evaluate Complicated Formulas. ED 170 116

Calculators
Aptitude-treatment Interaction in Mathematics Instruction Using Calculators. ED 170 113
Because of Programmable Calculators, Why Avoid These Problems Any Longer? ED 170 114
The Calculator's Effect on Children's Solution Processes. ED 170 166
Investigations with Calculators: Abstracts and Critical Analyses of Research. ED 170 134
The New Calculation in Education: A Research Agenda. ED 170 169
A Programmable Calculator Activity, x 1/x ≠ 1. ED 170 117
Programmable Calculators Facilitate Simple Solutions to Mathematical Problems. ED 170 115
Using Programmable Calculators to Evaluate Complicated Formulas. ED 170 116

Calculus
Because of Programmable Calculators, Why Avoid These Problems Any Longer? ED 170 114

California
Actions Adopted by the Board of Governors of the California Community Colleges. ED 169 994
California Schools Beyond Serrano: A Report on Assembly Bill 65 of 1977. ED 169 669
Faculty Salaries in California Public Higher Education, 1979-1980. Final Report. ED 169 829
Financing Community Colleges in the Wake of Proposition 13: Thought and Suggestions. ED 170 016
Planning for Postsecondary Education in California: A Five-Year Plan Update, 1979. ED 169 828
Proceedings of the Allocations Task Force Handicapped Students Services Program. ED 169 992
Proposition 13 First Year Effects: An ACCT Special Report to Trustees and Chief Executives of California's Community Colleges. ED 170 000
A Study of Women Community College Administrators in California Community Colleges. ED 170 012

California Assembly Bill 65
California Schools Beyond Serrano: A Report on Assembly Bill 65 of 1977. ED 169 669

California Evaluation Improvement Project
Assisting School Districts in Upgrading or Establishing Evaluation Capabilities. ED 170 360

Camping
Measuring the Attitudes and Awareness of Environmental Education Camp Users. Forest Service Research Paper NE-426. ED 170 143

Canada
Canadiana: Canada's National Bibliography: Description and Guide. ED 169 891
Education et Developpement au Moyen-Nord. ED 170 401
Northern Opportunities Training and Economic Development through Community-Centered Education. Report on Meadow Lake's Vocational Centre June, 1973. ED 170 080

Canada Natives
Education et Developpement au Moyen-Nord. ED 170 401
Northern Opportunities Training and Economic Development through Community-Centered Education. Report on Meadow Lake's Vocational Centre June, 1973. ED 170 080
Report of the Mighty Moose Reading Project, 1977-1978. ED 169 501

Canadiana
Canadiana: Canada's National Bibliography: Description and Guide. ED 169 891

Cancer
Children With Serious Illness: Behavioral Correlates of Separation and Isolation. ED 169 408

Cantonese
Interlanguage, the Monitor, and Sentence Combining. ED 169 779

Career Awareness
Aprendemos de carreras (We Learn about Careers). ED 170 099
Community Helpers. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 251
Engineering - A World of Possibilities. A List of Audio Visual Aids and Written Materials. ED 170 178
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Hospital Workers. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 270
Nebraska State Plan Career Education Project. Final Performance Report for Period Ending June 30, 1977. ED 169 219
Pet Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 259
Postal Workers. Grade Four. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 266
Project CDCC: A Michigan Demonstration Project. ED 169 246
School Workers. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 250

Career Choice
A Follow-Up Study of the Pre-Postsecondary Curriculum Program in Ohio. Final Report. ED 169 276
Goals of Psychology Undergraduates: Majors and Non-Majors. ED 169 405
Language Arts & Science Sample Career Education Activities, Grades 7-12. Career Choices. ED 169 238
Math Avoidance: A Barrier to American Indian Science Education and Science Careers. ED 170 084
Math Avoidance and Pursuit of Fantasy Careers. ED 169 282
World of Work Choosing a Career. Kit No. 33. Instructor's Manual. ED 169 322

Career Development
Airline Workers. Grade 3. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 263
Baking Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 257
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Didactic Group Training in Career Development for Psychology Undergraduates. ED 169 416
A Few of Our Favorite Things. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 253
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The Food Store. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 255
Forestry Workers. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 264
Friendship. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 252
Going Abroad, Anyone? Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 272
Hospital Workers. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 270
Inside Me. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 249
Manufacturing. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 269
Me. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 248
Me, Myself, and I. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 273
My Environment. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 256
My Feelings Are Me. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 271
Our Group and Me. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 268
Outlook for Displaced Homemakers in the Labor Force. ED 169 432
Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities. Second Interim Report. ED 169 214
Pet Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 259
Police Workers. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 267
Postal Workers. Grade Four. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 266
Project CDCC: A Michigan Demonstration Project. ED 169 247
Project CDCC: A Michigan Demonstration Project. ED 169 246
Project CDCC: Coloma Community School District, Coloma, Michigan. A Submission to the Joint Dissemination Review Panel. ED 169 245

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report.
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A Study of Women Community College Administrators in California Community Colleges.
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Aprendemos de carreras (We Learn about Careers).
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Career Education Infusion with Language Arts/Science Project. Final Report.
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Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium.
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Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students. Interim Report, July 1, 1978 to December 31, 1978.
ED 169 693

Development of State Plan for Career Education in Alabama. Final Report.
ED 169 217

The Feasibility of the Utah Model for Industrial Arts for Serving a Career Exploration Purpose in Middle and Junior High Schools. Final Report.
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A Few of Our Favorite Things. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
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A Kit of Career Education Assessment and Evaluation Instruments.

Second Edition. Bulletin Number 8094.
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Language Arts & Science Sample Career Education Activities, Grades 7-12. Attitudes.
ED 169 232

Language Arts & Science Sample Career Education Activities, Grades 7-12. Career Choices.
ED 169 238

Language Arts & Science Sample Career Education Activities, Grades 7-12. Communication Skills.
ED 169 237

Language Arts & Science Sample Career Education Activities, Grades 7-12. Community Resources.
ED 169 234

Language Arts & Science Sample Career Education Activities, Grades 7-12. Instructional Materials.
ED 169 236

Language Arts & Science Sample Career Education Activities, Grades 7-12. Job Skills.
ED 169 233

Language Arts & Science Sample Career Education Activities, Grades 7-12. Parent Involvement.
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Manufacturing. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
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Me. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
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Nebraska State Plan Career Education Project. Final Performance Report for Period Ending June 30, 1977.
ED 169 219

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Postal Workers. Grade Four. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
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Pre-Service Teacher Training in Career Education. Final Report, July 1, 1975 through June 30, 1976.
ED 169 225

Project CDCC: A Michigan Demonstration Project.
ED 169 247

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report.
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Project to Develop a Wisconsin State Plan for Career Education. Final Report.
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Responding Behaviors. Grade Three. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
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ED 169 262

School Workers. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
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Self-Guided Field Experience.
ED 169 404

A Systems Management Approach to Career Education. Annual Report.
ED 169 211

Telephone Workers. Grade One. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
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Career Exploration

Didactic Group Training in Career Development for Psychology Undergraduates.
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The Feasibility of the Utah Model for Industrial Arts for Serving a Career Exploration Purpose in Middle and Junior High Schools. Final Report.
ED 169 226

A Follow-Up Study of the Pre-Postsecondary Curriculum Program in Ohio. Final Report.
ED 169 276

Language Arts & Science Sample Career Education Activities, Grades 7-12. Community Resources.
ED 169 234

Nebraska State Plan Career Education Project. Final Performance Report for Period Ending June 30, 1977.
ED 169 219

World of Work Choosing a Career. Kit No. 33. Instructor's Manual.
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Career Opportunities

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A Model Program to Provide Educational Equity for Women Beginning in Engineering.
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Nebraska State Plan Career Education Project. Final Performance Report for Period Ending June 30, 1977.
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The Purdue Interest Questionnaire An Interest Inventory to Assist Engineering Students in Their Career Planning.
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World of Work Choosing a Career. Kit No. 33. Instructor's Manual.
ED 169 322

Careers

Engineering - A World of Possibilities. A List of Audio Visual Aids and Written Materials.
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Caribbean

Initial Survey of Foreign Language Teaching Policies, Facilities and Methodology in the Caribbean. Linguistic Documentation for the Developing Countries: Cases, Problems, Solutions, No. 5.
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Carpenters

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Case Studies

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Catholic Schools

The Catholic Community and the Integration of Public and Catholic Schools.
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National Conference on Catholic School Finance, 1977.
ED 169 633

Negotiations in Catholic Schools.
ED 169 634

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Caucasians

Locus of Control and Self-Esteem in Indian and White Students.
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Caucasian Students

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Artesanias Mexico - Americanas. Programa Piloto de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XIII Arts and Crafts of Mexico and the Americas. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XIII .
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Helping Young Children Develop a Positive Self-Concept. Bilingual/Bicultural Child Development Associate Pilot Project: Module XVI.
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Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module VIII.
ED 170 035

Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module IX.
ED 170 036

Juegos - Cuentos - Cantos - Y - Rimas. Programa Piloto de Entrenamiento Para El Asociado Bilinque y Bicultural En El Desarrollo del Nino: Guia XII Games - Stories - Songs -And - Rhymes. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XII .
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Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module X.
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Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module XV.
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Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Devopment Associate Pilot Project: Module XI.
ED 170 038

Teaching Concepts to Young Children Through Cultural Cooking Experiences. Bilingual/Bicultural Child Development Associate Pilot Project: Module XIV.
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CDA Credential

Directory of Educational Programs for Adults Who Work With Children.
ED 170 021

Censorship

Korean and Japanese Press: A Study in Crisis.
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Census Figures

Reviews of Data on Science Resources, No. 31, May 1978. A Comparison of National Industrial R&D Estimates with Actual NSF/Census Data.
ED 170 108

Center for the Study of Reading (Illinois)

The Effect of Background Knowledge on Young Children's Comprehension of Explicit and Implicit Information. Technical Report No. 116.
ED 169 521

Effects of Embedded Anomalies and Oral Reading Errors on Children's Understanding of Stories. Technical Report No. 118.
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Effects of the Reader's Schema at Different Points in Time. Technical Report No. 119.
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On the Dialect Question and Reading. Technical Report No. 121.
ED 169 522

Schemata for Reading and Reading Comprehension Performance. Technical Report No. 120.
ED 169 520

Central Valley Proficiency Testing System

Development of a Comprehensive Proficiency Testing System.
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Cerebral Dominance

Right Brain Versus Left Brain in Assessing Verbal Abilities.
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Certification

Accreditation of Continuing Education in Nursing.
ED 169 797

Facts and Myths about Nursing Legislation.
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Implications of Licensure, Certification and Credentialling for Minority Providers.
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Licensure and Credentialing. Proceedings ANA Conference for Members and Professional Employees of State Boards of Nursing and ANA Advisory Council (Detroit, Michigan, April 27-28, 1972).
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Standards for Nursing Education.
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State Boards of Nursing and Education for Nursing Conference (October 8-10, 1974).
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A Survey of Professional Licensure Examinations in Texas.
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Change Agents

Furia y Muerte: Los Bandidos Chicanos (Fury and Death: The Chicano Bandits). Monograph No. 4, Aztlan Publications.
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Change in Liberal Education Project

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Change Strategies

Adoption of Energy Conservation among California Homeowners.
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Chain of Choices, Paths of Inquiry. Renewal of Liberal Education. Executive Summary.
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Education et Developpement au Moyen-Nord.
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Mapping New Schools. 1: Setting the Stage for Planning. Part 1 in a Series of Four New-School Planning Guides.
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Stereotypes Sexistes dans L'Education. Unite et Solidarite 4 Sexists Stereotypes in Education. Unity and Solidarity 4 .
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A Strategy for Promoting Educational Reform in Developing Countries.
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Urban Education Studies: Assimilation of Programs into Continuing District Operations.
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Changing Attitudes

Changing Sex Roles.
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A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations.
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A Longitudinal Study of the Effects of a University Human Sexuality Course on Sexual Attitudes.
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Profile of Teacher Education in Oregon: 1967-77.
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A Study of the Impact of the Television Show Holocaust'' on Adolescent Attitudes and Knowledge.
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Teaching the Holocaust.
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Characterization

Grounding a Stereotype Theory: Reference Group Variable and the Homosexual Stereotype.
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Charts

Precision Measurement.
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Academic Dishonesty at North Carolina State University: A Student-Faculty Response.
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Broome Functional Behavior Checklist. Technical Report 79-03.
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Criteria for Selecting Instructional Materials for Nutrition Education.
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Chemical Analysis

Techniques of Water-Resources Investigations of the United States Geological Survey. Book 5, Laboratory Analysis. Chapter A5, Methods for Determination of Radioactive Substances in Water and Fluvial Sediments.
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Chemistry

An Introduction to the Periodic Law for General Chemistry Students.
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Chicago

The Chicago Public Library Annual Report, 1969-1976.
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Chicago Mastery Learning Reading Program IL

Mastery Learning: Theory, Research, and Implementation.
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Chicanos

Perspectivas en Chicano Studies I (Perspectives in Chicano Studies I).
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Chichewa

A Study of Code-Mixing in Bilingual Language Acquisition.
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Child Abuse

Child Abuse and the Development of a Parental Consciousness.
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The Federal Government and the Protection of Research Subjects: Implication for Educational Research.
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Role of Self-Help Organizations in VR with Severely Disabled Individuals. Final Report, September 1, 1977 through August 3, 1978.
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Statewide Advocacy Systems for the Developmentally Disabled-Profiles in Innovation. Executive Summary of Study Report.
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Child And Family Resource Program

Design Report Draft Evaluation of the Child and Family Resource Program. Volume I.
ED 170 058

Report of Baseline Data: Evaluation of the Child and Family Resource Program. Volume II.
ED 170 059

Child Care Centers

Effects of Nonmaternal Care on Children: Research Evidence and Popular Views.
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A Needs Assessment of Texas Child Care Administrators with Implications for Potential Training Strategies.
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Home Economics Child Care Services. Kit No. 15. Instructor's Manual and Student Learning Activity Guide.
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Child Development

The Accident. Parenting Styles: Avoiding the Extremes. Student Guide Footsteps. Report Number 13.
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Directory of Educational Programs for Adults Who Work With Children.
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Effects of Nonmaternal Care on Children: Research Evidence and Popular Views.
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The First Signs of April. The Need for Early Stimulation: A Sense of the World. Student Guide Footsteps. Report Number 3.
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Perceptions of Developmental Skills (PODS): A Multi-Source Rating Profile of Functional Capabilities for the Preschool Child. Research Edition. A Descriptive Manual.
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The Use of Pupil Perceptions of Teacher Behavior to Develop a Classroom Observational System. ED 170 310

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Ideas for Improving Your Classroom and Meeting Techniques. ED 169 385
The Relationship between Classroom Seating Preference and Student Personality Characteristics. ED 169 587

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Classroom Teacher Behavior and Instructional Organization Patterns. ED 170 280
Discipline and the Educational Process: Coping in the Classroom. Briefly on... Classroom Discipline. No. 3. ED 170 293
Ideas for Improving Your Classroom and Meeting Techniques. ED 169 385
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Homiletics of the Traditional Black Church. ED 169 580

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Unions and the Academic Enterprise. ED 169 818

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Bias in the Prediction of Achievement and in Admission of Black Students to North Carolina State University. ED 169 842
Black Freshmen at North Carolina State University. ED 169 841
Commuting Versus Resident Freshmen at NCSU. ED 169 851
The Difference Between Potential and Achieved Academic Performance of Freshmen Residents at North Carolina State University. ED 169 843
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Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 1. ED 169 808
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Survey of Spring 1976 Degree Recipients at North Carolina State University. ED 169 853
Survey of Spring 1977 Degree Recipients at North Carolina State University. ED 169 854
Survey of Spring 1978 Degree Recipients at North Carolina State University. ED 169 855

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Commuting Versus Resident Freshmen at NCSU. ED 169 851

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The Black Protest Tradition of Historically Black Colleges: A Comparative Analysis of Historically Black and Historically White Institutions. ED 170 410//
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College and University Admissions and Enrollment, New York State, Fall 1977. ED 169 805
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Because of Programmable Calculators, Why Avoid These Problems Any Longer? ED 170 114

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Self-Guided Field Experience. ED 169 404

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Center for Instructional Development, 1977-78. Third Annual Report. ED 169 794
Educational Master Planning: Creative or Cathartic? ED 170 007
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Advancing International Education. New Directions for Community Colleges, Number 26. ED 169 973
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Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 2. ED 169 809
An Investigation into the Prestige Structure of Agricultural Occupations. ED 170 074
A Longitudinal Study of the Effects of a University Human Sexuality Course on Sexual Attitudes. ED 169 454
Math Avoidance and Pursuit of Fantasy Careers. ED 169 282
NCSU Food Service Survey Report. ED 169 850
Review of Research on the Characteristics of Low Status College Students. ED 170 436
South Carolina College Council Study of Financial Aid, Base Year Trends. Technical Report No. 3. ED 169 806
Students and Drugs at NCSU: 1977-1978 Report. ED 169 856
Survey of Off-Campus Students at North Carolina State University. ED 169 840
Survey of Residence Hall Life at NCSU. ED 169 865
University Student Center Survey 1976-77, Spring, 1977. ED 169 849
Women in Academe: Steps to Greater Equality. AAHE-ERIC/Higher Education Research Report No. 1, 1979. ED 169 873

College Supervisors
Supervisory Approach and Gender Related Preferences of Teachers-in-Training. ED 170 272

Color Planning
Home Economics Housing and Home Furnishings. Kit No. 37. Instructor's Manual and Student Learning Activity Guide. ED 169 326

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Distributive Education Advertising. Kit No. 73. Instructor's Manual and Student Learning Activity Guide. ED 169 362
Distributive Education Shadow Box Display. Kit No. 72. Instructor's Manual and Student Learning Activity Guide. ED 169 361
T & I Commercial Art. Kit No. 78. Instructor's Manual and Student Learning Activity Guide. ED 169 367

Commercial Mail Processing
Office Occupations General Clerical, Commercial Mailing. Kit No. 34. Instructor's Manual and Student Learning Activity Guide. ED 169 323

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The Social and Behavioral Effects of Broadcast Television on Previously Untouched Audiences. Final Report. ED 169 904
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Planning for Lutheran High Schools. Board of Directors Handbook. Part One Organization and Guidelines. Part Two Ad Hoc Committees. HO 4. ED 169 616
Planning for Lutheran High Schools. Steering Committee Handbook. Part One Organization and Guidelines. Part Two Subcommittees. HO 3. ED 169 615

Communication Problems
Discipline and the Educational Process: Coping in the Classroom. Briefly on... Classroom Discipline. No. 3. ED 170 293
Doctor-Patient Communication Failure: The Special Case of the Inner-city Clinic. ED 169 550
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Why Students Find Writing to be Torture. ED 169 542

Communication Research
Adoption of Energy Conservation among California Homeowners. ED 169 598
An Annotated Bibliography of Gay and Lesbian Communication Studies. ED 169 604
A Child's Space: Personal Space Preferences of Preschool Children as a Function of Material and Tactile Stimuli. ED 169 583
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Contextual Correlates of Communication Satisfaction. ED 169 579
A Critical Examination of Classroom Communication Observation Techniques. ED 169 599
Doctor-Patient Communication Failure: The Special Case of the Inner-city Clinic. ED 169 550
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A Methodological Review of Jury Research in the United States. ED 169 602
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Research in the Communication Arts and Sciences: A Review. ED 169 577

Communications
Hearings on the Communications Act of 1978/H.R. 13015; Bell System Statements. ED 169 574
Issues in Communication. No. 2. ED 169 586
Scenarios on Hawaii's Communication Futures: Round One. Communication in Hawaii Series Report Number 4. ED 169 572
Telecommunications Policy for the Future A Balance of Interests. ED 169 573

Communication Satellites
Evaluation of the Satellite Tele-Education Project (S.T.E.P.) in British Columbia. ED 169 920
Issues in Communication. No. 2. ED 169 586
A Plan for Application of Communications Satellites in Education (Special Education Satellite Project). The Final Report/Proposal. Technical and Cost Proposals. ED 169 886
Planning for Applications of Communications Satellites in Education. ED 169 887

Communication Satisfaction
Contextual Correlates of Communication Satisfaction. ED 169 579

Communication Skills
Assessing Speaking and Writing Proficiency Via Samples of Behavior. ED 169 597
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Communication Competence for Ongoing Relationships. ED 169 576
Interpersonal Communication: Innovations in Instruction. ED 169 568
Language Arts & Science Sample Career Education Activities, Grades 7-12. Communication Skills. ED 169 237
A Project to Demonstrate the Role of a Rehabilitation Team in Providing Comprehensive Services to the Older Legally Blind on an Itinerant Basis. Final Report. ED 169 240
Research in the Communication Arts and Sciences: A Review. ED 169 577
Social Development Training Project. Stage I and Stage II. The Granville Project . ED 169 697
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Communication (Thought Transfer)
An Annotated Bibliography of Gay and Lesbian Communication Studies. ED 169 604
A Child's Space: Personal Space Preferences of Preschool Children as a Function of Material and Tactile Stimuli. ED 169 583
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Communication. ED 169 748
Communicative Reticence: Native Americans in the College Classroom. ED 169 601
Contextual Correlates of Communication Satisfaction. ED 169 579
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Homiletics of the Traditional Black Church. ED 169 580
Interpersonal Communication: Innovations in Instruction. ED 169 568
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LEXIS: Applications for Research in Communication & Law. ED 169 603
Oral Interpretation as Performing Performance. ED 169 571
The Perceptual Distortion of Height in Intercollegiate Debate. ED 169 605
Research in the Communication Arts and Sciences: A Review. ED 169 577
The Rocky Road to Technical Writing Pave It With P. R. ED 169 541
The Role of Rhetoric in the Judicial Opinion: The Rhetoric of Boaventura De Sousa Santos. ED 169 569
Scenarios on Hawaii's Communication Futures: Round One. Communication in Hawaii Series Report Number 4. ED 169 572

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The Collection, Creation and Analysis of Oral English as an Additional Language Games (K-Adults). ED 169 750
Communication. ED 169 748
The Dashing Clockmaker, Or: How Not To Be Afraid of the Swinging Pendulum. ED 169 759
Form and Function in Mother-Toddler Conversational Turn-Taking, Occasional Paper No. 5. ED 169 787
Informal and Formal Means of Assessing Kindergarten Children's Communicative Competence ED 169 562
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Community
The Imagination of Students Is Not Always Free Speech. ED 169 656//

Community Attitudes
Citizens' Perceptions of the Marine Environment and the Placement of Precollege Marine Education Instruction in the Public Schools. ED 170 161

Community Change
The Management of Social and Economic Impacts Associated with the Construction of Large-Scale Projects: Experiences from the Western Coal Development Communities. ED 170 091

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Assessing the Educationally Related Needs of Adults: A Practical, Low Cost Approach. Community Colleges, Community Education. Monograph #3. ED 170 003
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Student Characteristics as Compared to the Community Profile 1977-1978. Volume IX, No. 17. ED 169 978

Community Colleges
Guide for AVTS and Community College Post Secondary Distributive Education. ED 169 281
The Identification and Assessment of Competence: Phase II. Florida Competency-Based Articulation Project, Final Report, October 1977 through July 1978. ED 169 839
Vocational Education through Cooperative Work Experience. Final Report. ED 169 244

Community Development
Education et Developpement au Moyen-Nord. ED 170 401
A Profile of Williamsburg County, South Carolina . ED 170 076
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Development and Validation of a Normative Process Model for Determining Priority of Need in Community Adult Education. ED 169 389
Handbook for Community College/Community School Cooperative Relationships: A Case Study of Cooperation in Clackamas County, Oregon. ED 169 960
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Aspects of Parent Involvement in the Parent Education Follow Through Program. ED 170 024

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Trying to Make it Real: Issues and Concerns in the Provision of Services for Minorities. ED 170 419

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A Comprehensive Community Educational Needs Assessment Study of the Adult Population of Atlantic and Cape May Counties, New Jersey. ED 169 964
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Commuting Versus Resident Freshmen at NCSU. ED 169 851
Survey of Off-Campus Students at North Carolina State University. ED 169 840

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Expectancy Differences Between Males and Females in the Performance of Preselected and Constrained Movements. ED 170 270
Math Avoidance and Pursuit of Fantasy Careers. ED 169 282
Microteaching: Forerunner to Competency Based Teacher Education. ED 170 278
The Quality of School Life in Experimental and Traditional Schools in Western Germany. ED 170 230
Student Characteristics as Compared to the Community Profile 1977-1978. Volume IX, No. 17. ED 169 978
Women and ROTC Summer Camp, 1975. Technical Paper 293. ED 169 241

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British Schools and Ours. Fastback 122. ED 170 179
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The Quality of School Life in Experimental and Traditional Schools in Western Germany. ED 170 230
Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 10, No. 3, 1977. Period Covered July-September, 1977. ED 170 200
Selected Bibliography of Egyptian Educational Materials. Vol. 3, No. 4, 1977. ED 170 201
A Strategy for Promoting Educational Reform in Developing Countries. ED 170 226

Comparative Testing
An Analysis of the Evaluation Data When ESEA, Title I Evaluation Models A1 and A2 are Empirically Field Tested Simultaneously. ED 170 358

Compensation (Remuneration)
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An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume II Appendix: Case Study Summaries. ED 170 406
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Cognitive Dissonance and the Affective Domain in Collegiate Compensatory Education. ED 170 414
State Compensatory Education Fund Allocations to Urban School Districts, 1976-1977 and 1978-1979. ED 170 416
Title I in Ohio, Fiscal 1978. Thirteenth Annual Evaluation, Title I, Elementary and Secondary Education Act. ED 169 499
Using Achievement Tests to Fund a State-Wide Compensatory Education Program. ED 170 317

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Telecommunications Policy for the Future A Balance of Interests. ED 169 573

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A Comparison of Three Equating Procedures on the Certifying Examination for Primary Care Physician's Assistants. ED 170 364
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Item Writing for Domain-Based Tests of Prose Learning. ED 170 365
Story Tellers, Story Writers: A Research Report. ED 169 561

Composition (Literary)
Sentence-Combining Practice: Training that Improves Student Writing. ED 169 567
Standard English Versus Dialects: Another View. ED 169 545
Stimulating Creative Written Communication through Divergent Thinking Processes. ED 169 549
Story Tellers, Story Writers: A Research Report. ED 169 561
Teaching Composition: Guidelines for Teachers of the Required Composition Course in Idaho High Schools. ED 169 558
Why Students Find Writing to be Torture. ED 169 542
Writing Groups in an Interdisciplinary Program or Getting Around the Professorial Block. ED 169 546
20th Century Perspectives on Teaching Written Composition in the Elementary School: A Review of Authoritative Opinion. ED 169 532

Composition Process
Why Students Find Writing to be Torture. ED 169 542

Comprehensive Career Guidance
A Systems Management Approach to Career Education. Annual Report. ED 169 211

Comprehensive Employment and Training Act
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Comprehensive Programs
The Conceptualization, Development and Implementation of a Comprehensive Guidance Model. Georgia Comprehensive K-14 Career Guidance Project. Final Report, July !, 1975 through June 30, 1977. ED 169 239

Comprehensive Tests of Basic Skills
A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects. ED 170 332

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The Commonest Syllables. ED 169 495

Computer Assisted Instruction
Attitudes and Performance of Military Students in Computer-Based Technical Training (Part A) and Instructor Attitude Related to the Use of the PLATO IV System at Chanute (Part B). ED 169 888
Development and Evaluation of an Adaptive Computerized Training System (ACTS). R&D Report 78-1. ED 169 916
The Educational Effectiveness of Graphic Displays for Computer Assisted Instruction. Final Report. ED 169 917

Computer Graphics
Data Base Descriptors for Electro-Optical Sensor Simulation. Final Report, May 1977 through June 1978. ED 169 914
The Educational Effectiveness of Graphic Displays for Computer Assisted Instruction. Final Report. ED 169 917

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Attitudes and Performance of Military Students in Computer-Based Technical Training (Part A) and Instructor Attitude Related to the Use of the PLATO IV System at Chanute (Part B). ED 169 888
Estimating Item Characteristic Curves. Final Report for Period March 1978 through September 1978. ED 170 328
MOVANAID: An Interactive Aid for Analysis of Movement Capabilities. ED 169 949

Computers
LEXIS: Applications for Research in Communication & Law. ED 169 603

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Alternate Perspectives on Concept Internalization: Learning Top Down Vs. Learning Bottom Up. ED 170 162
The Development of Time, Speed, and Distance Concepts. ED 170 062
Reading Comprehension. Bulletin No. 9511. ED 169 502
Teacher Conceptions of Reading and the Impact on Instructional Behavior. ED 169 482
Teacher Resource Guide for Metric Education. ED 170 150

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Alternate Perspectives on Concept Internalization: Learning Top Down Vs. Learning Bottom Up. ED 170 162
Master Curriculum Guide in Economics for the Nation's Schools. Part II, Strategies for Teaching Economics. Intermediate Level (Grades 4-6). ED 170 185

Conflict
Alternative Concepts of Vocational Education. ED 169 285
Homosexual Conflicts and Their Resolutions in Five Adolescent Novels: A Psychological Inquiry. ED 169 560

Conflict Resolution
Collective Bargaining: An Administrative Perspective. ED 169 593
Homosexual Conflicts and Their Resolutions in Five Adolescent Novels: A Psychological Inquiry. ED 169 560
Leadership Style and Communication Process: An Experiment Using the Psychological Isotope Techniques. ED 169 421
Peacekeeping. Perspectives in World Order. ED 170 183
When Individual Dispositions and Social Pressure Conflict: A Catastrophe. ED 169 435

Conformity
The Relation of Children's Activity Preference to Sex-Typed Behavior. ED 170 052

Connotative Meaning
The Growth of Word Sense and Word Meaning. ED 170 061

Conservation Education
Adoption of Energy Conservation among California Homeowners. ED 169 598

Conservation (Environment)
Helping Wildlife: Working With Nature. ED 170 138

Consortia
Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium. ED 169 223

Construction Programs
Indonesia Innovation in the Management of Primary School Construction: A Case Study. Education Building Report 8. ED 170 017

Consultants
Consulting and Communication in Organizations. ED 169 584
Corporate Management Invades Academe. ED 169 820
Ethical and Economic Issues Newsletter, April 1979. ED 169 832
A Program of Consultation, Training and Counselling of Children with Learning and Behavioral Problems and Their Parents and Teachers ED 169 467

Consultation Programs
Mental Health Consultant Reports of the Field Trials of Instruments for Surveying Problems in Schools. ED 170 309
Organizing for Improvement in Education: Establishing Effective Organizational Intersections. ED 169 673
Problems and Prospects in Training Psychologists to Consult with Physicians. ED 169 428

Content Analysis
Homosexual Conflicts and Their Resolutions in Five Adolescent Novels: A Psychological Inquiry. ED 169 560
Pre-Production Planning for Public Service Announcements: A Case Study. ED 169 606

Content Reading
Effects of the Reader's Schema at Different Points in Time. Technical Report No. 119. ED 169 523
Reading: Going Beyond the Information Given. ED 169 525

Context Clues
A Case Study of Word Assignation Strategies of Skilled Adult Readers. ED 169 497
Comparison of Word Identification Strategies with Varying Context, Word Type, and Reader Skill. ED 169 494
Effects of Embedded Anomalies and Oral Reading Errors on Children's Understanding of Stories. Technical Report No. 118. ED 169 524
Reading Comprehension. Bulletin No. 9511. ED 169 502

Contingency Management
Behavioral Analysis and Modification of Drug Abuse. ED 169 446

Continuing Education Centers
Ways and Means of Strengthening Information and Counselling Services for Adult Learners. Report of the International Symposium, May 22-27, 1977. ED 169 427

Continuing Education Units
Continuing Education in Nursing. An Overview. ED 169 795

Continuous Learning
Conference Report: Adult Learning Needs and the Demand for Lifelong Learning. ED 169 384
Future Directions for a Learning Society. ED 169 215

Contracts
An Analysis of Government Training Contract Practices in Terms of Cost and Contingency Management Implications. ED 169 390

Contrastive Linguistics
Contrastive Analysis and the Translation of Idioms: Some Remarks on Contrasting Idioms. ED 169 791

Cooking Instruction
Home Economics Food Services, Basic Cake Decorating. Kit No. 57. Instructor's Manual and Student Learning Activity Guide. ED 169 346
Teaching Concepts to Young Children Through Cultural Cooking Experiences. Bilingual/Bicultural Child Development Associate Pilot Project: Module XIV. ED 170 041

Cooperative Agreements
Cooperative Rural Career Guidance System. Final Report. ED 169 230

Cooperative Education
Vocational Education through Cooperative Work Experience. Final Report. ED 169 244

Cooperative Planning
A Lesson from BSCS Experience. ED 170 255
Ten Steps for Shared Roles in Multicultural Curriculum Development. ED 170 199

Cooperative Programs
Cooperative Rural Career Guidance System. Final Report. ED 169 230
Some Uncomfortable Assertions about Collaboration. ED 170 274
Vocational Education through Cooperative Work Experience. Final Report. ED 169 244

Coping
The Applicability of Single Subject Designs for Research on Coping Skills Training. ED 170 348
Assessment of Needs and Coping Mechanisms of Elderly Mexican Americans. ED 170 104
Classroom Teacher Behavior and Instructional Organization Patterns. ED 170 280
The Nature of Stress in Middle Age. ED 169 461

Core Courses
Basic Objectives: Their Investigation and Dissemination Through Teacher Education. Information Bulletin, No. 2. ED 170 241
Teaching Composition: Guidelines for Teachers of the Required Composition Course in Idaho High Schools. ED 169 558

Core Curriculum
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Correctional Education
Effective Training for Change: An ABE Workshop. ED 169 484

Correlation
The Relation of SAT Scores to Birth Order and Number of Siblings. ED 169 507

Correspondence Courses
Fundamentals of Solar Heating. Correspondence Course. ED 170 122

Cosmetology
Cosmetology. Kit No. 3. Instructor's Manual and Student Learning Activity Guide. ED 169 292
T & I Cosmetology, Skin Care. Kit No. 77. Instructor's Manual and Student Learning Activity Guide. ED 169 366

Cost Effectiveness
An Analysis of Government Training Contract Practices in Terms of Cost and Contingency Management Implications. ED 169 390
Costs and Effectiveness of Technological Applications in Education: A Literature Review. ED 169 922
Educational Technology and Cost Reduction in Higher Education: Five Alternative Futures. ED 169 923
K-12. Educational Technology and Basic Education in Florida: Scenarios for Five Alternative Futures. ED 169 924

Cost Indexes
Components of the Increase in College Operating Expenditures Since 1967: An Analysis of the Impact of Inflation, Increased Enrollment, and Increased Costs on the Total Operating Expenditures of Montgomery College. ED 170 011

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An Analysis of Government Training Contract Practices in Terms of Cost and Contingency Management Implications. ED 169 390

Costs
The Utility of the Assessment Center as a Selection Device. ED 170 349

Counseling
Logotherapy as a Bridge Between Religion and Psychotherapy. ED 169 456
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Counseling Effectiveness
The Bronx Community College Counseling Program for Probationary Students: A Final Evaluation. ED 169 412
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Selection, Retention, Graduation Is It Working? ED 169 425

Counseling Programs
Communication Competence for Ongoing Relationships. ED 169 576

Counseling Services
A Descriptive Study of Students Seeking Services at the N. C. State University Counseling Center. ED 169 844
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Ways and Means of Strengthening Information and Counselling Services for Adult Learners. Report of the International Symposium, May 22-27, 1977. ED 169 427

Counselor Characteristics
A Methodological Investigation of Three Instruments That Measure Counselor Functioning. ED 169 440

Counselor Evaluation
Competency Evaluation in Rehabilitation (CEIR): Rehabilitation Counseling Competencies. Michigan Studies in Rehabilitation, Series 1, Monograph II. ED 169 401
A Methodological Investigation of Three Instruments That Measure Counselor Functioning. ED 169 440

Counselor Role
Counseling Nonwhite Students in an Era of Integration.
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A Program of Consultation, Training and Counselling of Children with Learning and Behavioral Problems and Their Parents and Teachers.
ED 169 467
Counselor Training
Competency Evaluation in Rehabilitation (CEIR): Rehabilitation Counseling Competencies. Michigan Studies in Rehabilitation, Series I, Monograph II.
ED 169 401
Counselor Renewal System (CRS).
ED 169 457
A Methodological Investigation of Three Instruments That Measure Counselor Functioning.
ED 169 440
A Study to Develop and Evaluate a Competency-Based Introductory Counseling Course for a Bible College.
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Course Content
Environmental Information Resources for a Course.
ED 169 895
Environmental Studies: A High School Course for Each Citizen, of Each Town, in South Carolina, U.S.A.
ED 170 139
Handbook for Instruction on Aging in California Public Schools. Kindergarten Through Grade Twelve.
ED 169 442
Teaching Composition: Guidelines for Teachers of the Required Composition Course in Idaho High Schools.
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A Model Program to Provide Educational Equity for Women Beginning in Engineering.
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Course Objectives
Handbook for Instruction on Aging in California Public Schools. Kindergarten Through Grade Twelve.
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Some Guidelines for Determining the Length of Objectives-Based Criterion-Referenced Tests.
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The Alger Hiss Perjury Trials: A Dramatic Perspective on Legal Rhetoric.
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The Battle to Reform Public School Finance Systems: 1968 to Present.
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ED 169 643//
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Homosexuality, the Law, and Public Schools.
ED 169 647//
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ED 169 657//
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ED 169 662
Recent Court Decisions on Collective Bargaining in the Public Sector.
ED 169 636//
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ED 169 639//
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Search and Seizure in Higher Education.
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Serrano II: Equal Access to School Resources and Fiscal Neutrality A View from Washington State.
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Some Observations Regarding Recent Court Decisions on Collective Bargaining in the Public Sector from an Educator's Perspective.
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ED 169 659//
Creative Activities
The Development of the Creative Behavior Inventory (CBI).
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Scenarios on Hawaii's Communication Futures: Round One. Communication in Hawaii Series Report Number 4.
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Creative Behavior Inventory
The Development of the Creative Behavior Inventory (CBI).
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Creative Development
Creative Prescriptions Unlimited, Grades 1-2. Evaluation Program Needs.
ED 169 713
Creative Prescriptions Unlimited, Grades 3-4. Evaluation Program Needs.
ED 169 714
Creative Prescriptions Unlimited, Grades 5-6. Evaluation Program Needs.
ED 169 715
Creative Prescriptions Unlimited, Grades 7-8. Evaluation Program Needs.
ED 169 716
The Visual Arts and Cognitive Development: An Annotated Bibliography.
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Creative Expression
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Creative Thinking
Flexible Use of the Imaginal Coding System and Creative Aptitude.
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Creative Writing
Stimulating Creative Written Communication through Divergent Thinking Processes.
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Creativity
The Development of the Creative Behavior Inventory (CBI).
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Effects of Evaluation Expectation on Artistic Creativity.
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Flexible Use of the Imaginal Coding System and Creative Aptitude.
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Right Brain Versus Left Brain in Assessing Verbal Abilities.
ED 169 472
Creativity Research
Flexible Use of the Imaginal Coding System and Creative Aptitude.
ED 169 487
Right Brain Versus Left Brain in Assessing Verbal Abilities.
ED 169 472
Creativity Tests
The Development of the Creative Behavior Inventory (CBI).
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Credentials
Accreditation of Continuing Education in Nursing.
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Standards for Nursing Education.
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Credit (Finance)
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Credits
Guidelines for Approved In-Service Credit.
ED 170 287
Cree
Report of the Mighty Moose Reading Project, 1977-1978.
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Criteria
Criteria for Selecting Instructional Materials for Nutrition Education.
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Criterion Referenced Tests
An Analysis of the Evaluation Data When ESEA, Title I Evaluation Models A1 and A2 are Empirically Field Tested Simultaneously.
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A Critical Review of Content Domain Specification/Item Generation Strategies for Criterion-Referenced Tests.
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Individual Analysis and Prescription Profiles for Deinstitutionalization. Final Report.
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Item Writing for Domain-Based Tests of Prose Learning.
ED 170 365
Project CDCC: Coloma Community School District, Coloma, Michigan. A Submission to the Joint Dissemination Review Panel.
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Some Guidelines for Determining the Length of Objectives-Based Criterion-Referenced Tests.
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Critical Reading
Critical Reading and Thinking Skills in Programs for the Gifted Child.
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The Effect of the Use of Selected Newspaper Articles in the Teaching of Certain Critical Reading/Thinking Skills.
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Reading: Going Beyond the Information Given.
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Critical Thinking
The Effect of the Use of Selected Newspaper Articles in the Teaching of Certain Critical Reading/Thinking Skills.
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Questioning Strategies to Develop Critical Thinking Skills.
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Teacher's Guide for the Basic Competencies in Reasoning.
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Storytelling: All About Me!'' A Tutor-Training Mini Course.
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Ethnic Heritage Curriculum Guide, Grades 7-12.
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The Social and Behavioral Effects of Broadcast Television on Previously Untouched Audiences. Final Report.
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Students' Moral Reasoning as Related to Cultural Background and Educational Experience.
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Counseling Nonwhite Students in an Era of Integration.
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Inter-Cultural Communication: Teaching Strategies, Resources and Materials for Teaching ESL or How to Change Sabah Al-Khair'' into Good Morning.
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Cultural Activities
Things Hawaiian.
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University Student Center Survey 1976-77, Spring, 1977.
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The Evaluation Process.
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Cultural Background
From Madeira to the Sandwich Islands: The Story of a Portuguese Family in Hawaii.
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The Proud Maasai.
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Students' Moral Reasoning as Related to Cultural Background and Educational Experience.
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Cultural Differences
Attitudes Toward Old Age in Five Cultures.
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Communicative Reticence: Native Americans in the College Classroom.
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The Eye of the Beholder: Methodological Considerations When Observers Assess Nonverbal Communication.
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A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations.
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La CEQ et la Question Nationale et Linguistique.
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The Political Polarization of Women: Where Political Scientists Went Wrong.
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Students' Moral Reasoning as Related to Cultural Background and Educational Experience.
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Trying to Make it Real: Issues and Concerns in the Provision of Services for Minorities.
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Cultural Images
Of Wonders Wild and New: Dreams from Zinacantan. Smithsonian Contributions to Anthropology, No. 22.
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Cultural Pluralism
Teaching Second Language in Multilingual/Multicultural Contexts.
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The Way of Tradition: Life in an Orthodox Jewish School. ACER Research Series No. 103.
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Curriculum
Because of Programmable Calculators, Why Avoid These Problems Any Longer?
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The New Calculation in Education: A Research Agenda.
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Beyond Curriculum Development.
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A Brief History of Federal Involvement in Curriculum Development.
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Career Education Infusion with Language Arts/Science Project. Final Report.
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Comments, Concerns and Convictions About Curriculum.
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Curriculum as Environments for Learning: A Practicel Meaning and Model.
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Curriculum Development: A State Perspective.
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Curriculum Development by a Not-For-Profit Organization. The Experience of the Educational Research Council of America in Social Science Education.
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Curriculum Development Policy Issues.
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Curriculum Research A Policy Proposal.
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A Deadpan Look at Humor in Curriculum Theory (Or, The Serious vs. the Solemn).
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The Feasibility of the Utah Model for Industrial Arts for Serving a Career Exploration Purpose in Middle and Junior High Schools. Final Report.
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Funding for Curriculum Development: An Analysis of Some Policy Problems.
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Generating and Implementing School Based Management of Program Development.
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High School Psychology.
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The Hopes and Frustrations of an Innovator Developing a Social Science Education System.
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Interrelationships Among Curriculum and Instruction Variables and Learning Outcomes in Project P.E.A.C.E.
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A Lesson from BSCS Experience.
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NIE Curriculum Development Issues. Guides for Public Discussion.
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Reflections on Curriculum Policy.
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Some Thoughts About Curriculum Development.
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Ten Steps for Shared Roles in Multicultural Curriculum Development.
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Thinking about Our School: The Environmental Perceptions Approach to Curriculum Inquiry and Improvement.
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Thoughts on the Role of the National Institute of Education in Curriculum Development.
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Views from the Margins: Practical Premises and Modest Priorities for Curriculum Improvement.
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What the Curriculum Field Needs to Learn from Its History.
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Ten Steps for Shared Roles in Multicultural Curriculum Development.
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Educational Polity and Curriculum Design.
ED 170 251
Position Paper on Federal Curriculum Development.
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Some Thoughts About Curriculum Development.
ED 170 260
Thoughts on the Role of the National Institute of Education in Curriculum Development.
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Data Processing
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Dating (Social)
Dating Behavior Among Single Parents: The Case of the Black Middle Class.
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Factor Analysis of the McDaniel Dating Questionnaire.
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Day Care Services
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Deaf
Mediagraphy on Deafness and the Deaf.
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PROJECT HOPE: A Model for Developing Innovative Work Evaluation/Experience Programs for Severely Disabled Secondary School Students.
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Deaf Children
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Death
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Attitudes Toward Old Age in Five Cultures.
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Debate
The Perceptual Distortion of Height in Intercollegiate Debate.
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Policy Systems Debate: A Universal Paradigm of Argumentation Theory.
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The Role of Forensics in Speech Communication: Reassessment toward the Future.
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Secondary Forensic Programs: Can They Survive Current Pressures?
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Decimal Fractions
MEAP Support Materials for Mathematics.
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Decision Making
Class Effects in ATI's.
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Classificational Methods for the Psychometric Evaluation of Screening Procedures.
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College Decisions Made By the Delphi Method.
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Decision Making Policies and Worker Influence in Employee Owned Firms.
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Development and Validation of a Normative Process Model for Determining Priority of Need in Community Adult Education.
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Job Attitudes and Organizational Performance When Employees Own the Company.
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A Methodological Review of Jury Research in the United States.
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Policy Systems Debate: A Universal Paradigm of Argumentation Theory.
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Some Guidelines for Determining the Length of Objectives-Based Criterion-Referenced Tests.
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Studies of School Evaluation Practice.
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Teacher Planning: A Simulation Study.
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Decision Making Skills
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Meaning Based Testing and Curriculum Implications.
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Athletic Delinquency: A Preliminary Approach.
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Predicting Adolescent Antisocial Behavior Among Hyperactive Boys.
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Delivery Systems
Assessment of Needs and Coping Mechanisms of Elderly Mexican Americans.
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College Decisions Made By the Delphi Method.
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Demography
Predictors of Couples' Actual and Projected Family Sizes. ED 169 434
A Profile of Williamsburg County, South Carolina . ED 170 076
Teaching Mountain Children: Towards a Foundation of Understanding. ED 170 090

Demonstration Programs
Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium. ED 169 223
Year End Activities Evaluation for the National Committee, Arts for the Handicapped 1977-78. ED 169 734

Dena ina
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Denmark
The Soft Start of the Danish Schools: Learning to Read Slowly. ED 169 485

Dental Assistants
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Depression (Psychology)
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Desensitization
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Designers
T & I Drafting and Design, Wood Plaque. Kit No. 11. Instructor's Manual and Student Learning Activity Guide. ED 169 300

Design Needs
Designing Instructional Text. ED 169 915//

Desk Accessories
Office Occupations Desk Accessories. Kit No. 84. Instructor's Manual and Student Learning Activity Guide. ED 169 373

Detective Fiction
Detective Fiction. ED 169 540

Developing Nations
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A Strategy for Promoting Educational Reform in Developing Countries. ED 170 226

Development
Science Education Development and Research: Abstracts of Current Projects. ED 170 160

Developmental Continuity
Does the Changing View of Early Development Imply a Changing View of Early Education? ED 170 018

Developmental Disabilities
Personpower Planning: Implications for the Developmental Disabilities Service System. ED 169 718
Statewide Advocacy Systems for the Developmentally Disabled-Profiles in Innovation. Executive Summary of Study Report. ED 169 725

Developmental Programs
Peer Acceptance and Social Skill Training: The Selection of Program Content. ED 170 034

Developmental Reading
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Developmental Stages
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The Future of Piaget's Theory in Education. ED 170 060
Psychosocial Development During Adulthood: Age and Cohort Comparisons. ED 169 413
Smoking in Compulsory Schools: Interviews and Improvisations. Reports from the Institute of Education, University of Goteborg, No. 68, September 1978. ED 169 430

Developmental Tasks
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The Scratching Pole. Growing Up: Children Do Their Best. Student Guide Footsteps. Report Number 15. ED 169 941

Diagnostic Tests
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Dialects
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Legal Language: What Is It and What Can We Do About It? ED 169 758

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Dietitians
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Spare the Rod. Discipline: The Long and Short of It. Student Guide Footsteps. Report Number 8. ED 169 934

Discipline Policy
A Proposal for an Alternative to Out-of-School Suspension for Worthington High School Students: The Saturday School. ED 169 663
Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module X. ED 170 037

Discipline Problems
Discipline and the Educational Process: Coping in the Classroom. Briefly on... Classroom Discipline. No. 3. ED 170 293

Disclosure
Perceptions of Therapist Self-Disclosure: An Analogue Study. ED 169 400

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The Role of Rhetoric in the Judicial Opinion: The Rhetoric of Boaventura De Sousa Santos. ED 169 569

Discovery Learning
Lexique et procedures heuristiques. Arguments pour un renouvellement de l'enseignement du vocabulaire au degre elementaire (Word-Study and Heuristic Processes. Arguments for a Renewal in the Teaching of Vocabulary at the Elementary Level). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 28. ED 169 756
The Reception Learning Paradigm. ED 170 148
Self-Guided Field Experience. ED 169 404
Text and Context in the Teaching of Literature. ED 169 529

Discovery Processes
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Discriminatory Attitudes (Social)
Women in Rural America. ED 170 079

Discriminatory Legislation
ERA: Psychological, Social and Ethical Implications for Psychology. ED 169 397

Displaced Homemakers
Outlook for Displaced Homemakers in the Labor Force. ED 169 432

Distance Education
Evaluation of the Satellite Tele-Education Project (S.T.E.P.) in British Columbia. ED 169 920

Distributive Education
DE Basic Merchandising Mathematics. Kit No. 29. Instructor's Manual and Student Learning Activity Guide. ED 169 318
D.E. Fashion Merchandising. Fiber and Fabric Identification. Kit No. 46. Instructor's Manual and Student Learning Activity Guide. ED 169 335
D.E. Fashion Merchandising. Kit No. 43. Instructor's Manual and Student Learning Activity Guide. ED 169 332
Distributive Education Advertising. Kit No. 73. Instructor's Manual and Student Learning Activity Guide. ED 169 362
Distributive Education Cashiering. Kit No. 19. Instructor's Manual and Student Learning Activity Guide. ED 169 308
Distributive Education Competency-Based Curriculum Models by Occupational Clusters. Final Report. ED 169 286
Distributive Education Display. Kit No. 89. Instructor's Manual and Student Learning Activity Guide. ED 169 378
Distributive Education Fashion Merchandising Wardrobe Coordination. Kit No. 76. Instructor's Manual and Student Learning Activity Guide. ED 169 365
Distributive Education Fashion Show. Kit No. 88. Instructor's Manual and Student Learning Activity Guide. ED 169 377
Distributive Education Marketing Functions. Kit No. 85. Instructor's Manual and Student Learning Activity Guide. ED 169 374
Distributive Education Product Information Fact Sheet. Kit No. 69. Instructor's Manual and Student Learning Activity Guide. ED 169 358
Distributive Education Shadow Box Display. Kit No. 72. Instructor's Manual and Student Learning Activity Guide. ED 169 361
Guide for AVTS and Community College Post Secondary Distributive Education. ED 169 281
Summary of Instructor's Indices for Prevocational Activities. A Guide to Organizing, Planning and Implementing a Prevocational Curriculum. ED 169 289

Divergent Thinking
Flexible Use of the Imaginal Coding System and Creative Aptitude. ED 169 487
Right Brain Versus Left Brain in Assessing Verbal Abilities. ED 169 472
Stimulating Creative Written Communication through Divergent Thinking Processes. ED 169 549

D Nealian Manuscript
D'Nealian Manuscript: A Continuous Stroke Print. ED 169 533

Doctoral Degrees
College and University Admissions and Enrollment, New York State, Fall 1977. ED 169 805
Doctoral Graduates in Education From Louisiana State University, 1975-1978: A Follow-up Study. Volume 9, Number 1. ED 169 821

Doctoral Programs
Writing the Doctoral Dissertation. A Systematic Approach. ED 169 838//

Doctoral Theses
A Compilation of Master Theses and Doctoral Dissertations Specific and/or Related to, and Having as Their Main or Partial Content, the Biological, Social, Political and Economic Aspects of the Forest Preserve and Adirondack Region of New York State. ED 169 892
Writing the Doctoral Dissertation. A Systematic Approach. ED 169 838//

Documentation
Resources in Education (RIE). Volume 14, Number 9. ED 169 206

Dormitories
Coed and Single Sex Living Environments: A Study of Changes in Attitudes, Activities, and Interaction for Students at NCSU. ED 169 845
Commuting Versus Resident Freshmen at NCSU. ED 169 851
The Difference Between Potential and Achieved Academic Performance of Freshmen Residents at North Carolina State University. ED 169 843
Survey of Residence Hall Life at NCSU. ED 169 865

Drafting
T & I Drafting and Design, Wood Plaque. Kit No. 11. Instructor's Manual and Student Learning Activity Guide. ED 169 300

Drama
The Alger Hiss Perjury Trials: A Dramatic Perspective on Legal Rhetoric. ED 169 600

Dreams
Of Wonders Wild and New: Dreams from Zinacantan. Smithsonian Contributions to Anthropology, No. 22. ED 169 785

Drinking
Alcohol and Drug Use in a Suburban Sample of College and High School Students. ED 169 406

Driver Education
Impact Study on Driving by Special Populations. Final Report, Volume I: Conduct of the Project and State of the Art. ED 169 735
Impact Study on Driving by Special Populations. Final Report. Volume II: A Guide for the Evaluation of Handicapped Drivers. ED 169 736
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Dropout Characteristics
The 'Leaving School Early' Students: Characteristics and Opinions. ED 169 466

Dropout Programs
The 'Leaving School Early' Students: Characteristics and Opinions. ED 169 466
Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities. Second Interim Report. ED 169 214

Dropout Rate
A Study of Open Entry-Open Exit Programs in Vocational Education. Institutional Research Report No. 78/79-6. ED 169 998

Dropout Research
Student Retention and Graduation at North Carolina State University. ED 169 863

Drug Abuse
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Behavioral Analysis and Modification of Drug Abuse. ED 169 446
Drug Use Among American High School Students 1975-1977. ED 169 453
Eleventh Annual Distinguished Lectures Series in Special Education and Rehabilitation. ED 170 388//
Students and Drugs at NCSU: 1977-1978 Report. ED 169 856

Drug Addiction
Behavioral Analysis and Modification of Drug Abuse. ED 169 446

Due Process
An Analytical Pragmatic Framework for Examining Legal Interests Within the Educational Community. ED 169 660//

Early Childhood
Christinitas. Creativity: A Fresh Look On The World. Student Guide Footsteps. Report Number 19. ED 169 945
The First Signs of April. The Need for Early Stimulation: A Sense of the World. Student Guide Footsteps. Report Number 3. ED 169 929
Footsteps: A Television Series on Parenting. Home Viewer Guide. ED 169 952
Footsteps: Discussion Guide, Part I: (Programs 1-20). ED 169 925
Footsteps: Teacher Manual, Part I (A Guide to Accompany the Curriculum for Programs 1-20). ED 169 926
Hairy Scary. Children's Fears: Face Them. Student Guide Footsteps. Report Number 16. ED 169 942
I'll Dance At Your Wedding. The Handicapped Child: A Child First. Student Guide Footsteps. Report Number 20. ED 169 946
Love Me and Leave Me. Attachment and Independence: You Can't Have One without the Other. Student Guide Footsteps. Report Number 7. ED 169 933
New Kid on the Block. Social Skills. Student Guide Footsteps. Report Number 14. ED 169 940
No Comparison. Children's Individuality: A Fact to Celebrate. Student Guide Footsteps. Report Number 2. ED 169 928
The Scratching Pole. Growing Up: Children Do Their Best. Student Guide Footsteps. Report Number 15. ED 169 941
Spare the Rod. Discipline: The Long and Short of It. Student Guide Footsteps. Report Number 8. ED 169 934
Stacking the Deck. Competence: It's All in Your Mind. Student Guide Footsteps. Report Number 18. ED 169 944
True Blue. Play and Fantasy: The Child's Building Blocks. Student Guide Footsteps. Report Number 10. ED 169 936
Who Is Sylvia? Children and TV: Watch It! Student Guide Footsteps. Report Number 5. ED 169 931

Early Childhood Education
Directory of Educational Programs for Adults Who Work With Children. ED 170 021
Does the Changing View of Early Development Imply a Changing View of Early Education? ED 170 018
Standardized Achievement Tests for Young Children: An Analysis. ED 170 020

Early Experience
Does the Changing View of Early Development Imply a Changing View of Early Education? ED 170 018
Parents are Reading Teachers Too! ED 169 517

Early Reading
Beginning Reading in Sweden. ED 169 470

Earth Science
HMSS (Hawaii Marine Science Studies) Sampler: Summer 1978 Draft Edition. ED 170 153
Owlie Skywarn's Lightning Book. ED 170 131
Remote Sensing and the Earth. ED 170 141
Science Activities in Energy: Solar Energy II. ED 170 132
Science Activities in Energy: Wind Energy. ED 170 133
Supplementary Activities for Enriching the Teaching of Earth Science: Astronomy, Geology, Meteorology, Oceanography. ED 170 155

Earth Science Communication Programs (Virginia)
Supplementary Activities for Enriching the Teaching of Earth Science: Astronomy, Geology, Meteorology, Oceanography. ED 170 155

Eating Habits
Fear of Thinness: An Alternative Approach to the Treatment of Obesity. ED 169 436
NCSU Food Service Survey Report. ED 169 850
What's Cookin'? Nutrition: It's Habit-Forming. Student Guide Footsteps. Report Number 9. ED 169 935

Ecology
Helping Wildlife: Working With Nature. ED 170 138
The Influence of Knowledge on Young People's Perceptions About Wildlife. Final Project Report to the National Wildlife Federation. ED 170 167

Economically Disadvantaged
A Discussion of the Literature and Issues Related to Effective Schooling. ED 170 394
Search for Effective Schools: The Identification and Analysis of City Schools Schools That Are Instructionally Effective for Poor Children. ED 170 396
Technology for the Inner City Experience and Promise. ED 170 387

Economic Change
Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report V: The Value Attribution Process. Technical Report. ED 170 311

Economic Development
Education et Developpement au Moyen-Nord. ED 170 401
The Management of Social and Economic Impacts Associated with the Construction of Large-Scale Projects: Experiences from the Western Coal Development Communities. ED 170 091
Modernization Takes Command: Education in China in the Post-Mao Era. ED 170 211
A Profile of Union County, South Carolina . ED 170 075
A Profile of Williamsburg County, South Carolina . ED 170 076

Economic Education
Current Research Related to the High School Economics Curriculum. ED 170 212
Economics Education at the Post Secondary Level: Its Development and Research Activities. ED 170 229
Master Curriculum Guide in Economics for the Nation's Schools. Part II, Strategies for Teaching Economics. Intermediate Level (Grades 4-6). ED 170 185
A Teacher's Guide to the Economy and Business Organizations. ED 170 232
World of Work: Employment and American Economic System. Kit No. 27. Instructor's Manual. ED 169 316

Economic Factors
Economic Incentives, Institutions, and Racial Discrimination: The Case of Real Estate Brokers. Discussion Paper D78-4. ED 170 391//
La CEQ et la Question Nationale et Linguistique. ED 170 399
Out-of-School Determinants of Elementary School Achievement. ED 170 067
Racial Discrimination and the Price of Ghetto Housing in City and Suburb: Some Recent Evidence. Discussion Paper D77-2. ED 170 389//
Relationship among Student Time on Task, Orientation of Teachers, and Instructional Grouping in Elementary Reading Classes. ED 169 503
A Teacher's Guide to the Economy and Business Organizations. ED 170 232

Educable Mentally Handicapped
Adjustment to Work: A Follow Up of Mildly Intellectually Handicapped Adolescents Who Have Undergone Training in a Work Preparation Centre. The Granville Project . ED 169 703
Application of Biofeedback/Relaxation Training to Exceptional Children. ED 169 739
A Comparison of Two Methods of Teaching a Reading Task to Mildly Intellectually Handicapped Adolescents. The Granville Project . ED 169 699
Developing Independence Through Work Preparation. Minerva Street Special School Augmented Evaluation of Innovations Program Project (76/6040). ED 169 705
The Granville Project. ED 169 696
A Model for the Planning and Organisation of Work Preparation Facilities for the Mildly Intellectually Handicapped. The Granville Project . ED 169 701
Program Development for the Acquisition of Work and Social Skills. The Granville Project . ED 169 698
Social Development Training Project. Stage I and Stage II. The Granville Project . ED 169 697
A Study of the Attitudes of N.S.W. School Principals Toward the Educational and Pre-Vocational Provisions for the Mildly Intellectually Handicapped. The Granville Project . ED 169 702
Vocational Preparation for the Mildly Retarded: An Investigation Into Employment Patterns and Related Factors. The Granville Project . ED 169 700

Educational Accountability
Accountability in the Gymnasium: A Behavior Analysis Approach. ED 170 294
Establishment of Instructional Planning and Management Information Systems to Monitor the Education of Exceptional Children. ED 169 719

Educational Administration
The Business of Education. ED 169 674
Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 10, No. 3, 1977. Period Covered July-September, 1977. ED 170 200
Selected Bibliography of Egyptian Educational Materials. Vol. 3, No. 4, 1977. ED 170 201
Some Key Epistemological Questions About A Theory of Practice.'' ED 170 283
Toward Excellence in Education. ED 170 296

Educational Alternatives
Alternative Concepts of Vocational Education. ED 169 285
An Evaluation of TCITY: The Twin City Institute for Talented Youth. Report #1 in Evaluation Report Series. ED 170 342
High School Psychology. ED 170 223
How Long Should a Man's Legs Be? ED 170 088
Parent Perceptions of Magnet Schools as a Method of Desegregation. ED 170 384
Schooling and the American Indian High School Student. ED 170 081
Strategies for Implementing Experiential Educational Programs in a Predominantly Black Institution. ED 170 418

Educational Anthropology
Story Telling and Educational Understanding. Paper #12 in Occasional Paper Series. ED 170 314

Educational Assessment
Assisting School Districts in Upgrading or Establishing Evaluation Capabilities. ED 170 360
Basic Considerations in Assessing the Validity of Evaluation Designs. ED 170 369
Chain of Choices, Paths of Inquiry. Renewal of Liberal Education. Executive Summary. ED 169 813
Citizenship. A Statewide Assessment in Texas. ED 170 347
Development of a Comprehensive Proficiency Testing System. ED 170 383
Educational Evaluation: Key Characteristics. ACER Research Series No. 102. ED 170 339
Educational Outcomes at Harcum Junior College. ED 169 965
A Guide to the Client Assessment Package. ED 169 883
Learning Improvement Group (LIG): An Approach to Basic Skills Improvement in the Departmentalized School. ED 170 442
Learning to Manage a Minimum Competency Testing Program. ED 170 285
Standardized Achievement Tests for Young Children: An Analysis. ED 170 020
Standards, Basics and National Assessment. Set 78. Number one. Item 13. ED 170 319
State Education Agencies and Language-Minority Students. ED 169 749
Using Achievement Tests to Fund a State-Wide Compensatory Education Program. ED 170 317

Educational Attitudes
Citizens' Perceptions of the Marine Environment and the Placement of Precollege Marine Education Instruction in the Public Schools. ED 170 161
A Practitioner's Guide to Concepts and Measures of Motivation. ED 169 953
A Study of the Attitudes of N.S.W. School Principals Toward the Educational and Pre-Vocational Provisions for the Mildly Intellectually Handicapped. The Granville Project . ED 169 702
20th Century Perspectives on Teaching Written Composition in the Elementary School: A Review of Authoritative Opinion. ED 169 532

Educational Background
Students' Moral Reasoning as Related to Cultural Background and Educational Experience. ED 170 206

Educational Change
Curriculum Development by a Not-For-Profit Organization. The Experience of the Educational Research Council of America in Social Science Education. ED 170 248
Educational Reform for a Changing Society: Anticipating Tomorrow's Schools. ED 169 671//
Modernization Takes Command: Education in China in the Post-Mao Era. ED 170 211
Ordering Theory: A Methodology for Sequencing Stages of the Adoption Process. ED 170 205
Organizing for Improvement in Education: Establishing Effective Organizational Intersections. ED 169 673
Pour une Ecole de Masse a Batir Maintenant. Proposition d'Ecole Build a School for the Masses Now. Proposal for a School . ED 170 398
Research and Development for Higher Education: An Overview. R & D for Higher Education 1978:8. ED 169 827
Revamping Core Curricula. AAHE-ERIC/Higher Education Research Currents, May 1979. ED 169 877
Stereotypes Sexistes dans L'Education. Unite et Solidarite 4 Sexists Stereotypes in Education. Unity and Solidarity 4 . ED 170 395
A Strategy for Promoting Educational Reform in Developing Countries. ED 170 226
Teachers Prepare for Regular Class Placement of Handicapped Students. Briefly on...Regular Class Placement. No. 2. ED 170 292
TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 1. ED 170 297
Views from the Margins: Practical Premises and Modest Priorities for Curriculum Improvement. ED 170 228

Educational Coordination
Alabama's Challenge: Higher Education in the 1980's. Report of the Second Special Committee to Evaluate the Alabama Commission on Higher Education. ED 169 823

Educational Counseling
A Descriptive Study of Students Seeking Services at the N. C. State University Counseling Center. ED 169 844
Problems of Undergraduate Students on a Large University Campus: Comparisons on the Basis of Sex, Grades, Year in School, and Help Seeking. ED 169 847
Survey of Off-Campus Students at North Carolina State University. ED 169 840

Educational Demand
Conference Report: Adult Learning Needs and the Demand for Lifelong Learning. ED 169 384

Educational Development

Costs and Effectiveness of Technological Applications in Education: A Literature Review. ED 169 922

Educational R&D in Saudi Arabia: An Ethnomethodological Analysis. ED 170 216

Indonesia Innovation in the Management of Primary School Construction: A Case Study. Education Building Report 8. ED 170 017

International Education: A Look Back and a Look Ahead. ED 170 288

NFE-TV: Television for Nonformal Education. ED 169 950

Planning for Applications of Communications Satellites in Education. ED 169 887

Research and Development for Higher Education: An Overview. R & D for Higher Education 1978:8. ED 169 827

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 10, No. 3, 1977. Period Covered July-September, 1977. ED 170 200

Selected Bibliography of Egyptian Educational Materials. Vol. 3, No. 4, 1977. ED 170 201

Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module XV. ED 170 042

Educational Environment

Thinking about Our School: The Environmental Perceptions Approach to Curriculum Inquiry and Improvement. ED 170 222

Views from the Margins: Practical Premises and Modest Priorities for Curriculum Improvement. ED 170 228

Educational Experience

Self-Guided Field Experience. ED 169 404

Educational Finance

Access to Equal Educational Opportunity in North Carolina. A Condensed Version of the Report of the Governor's Study Commission on Public School Finance of North Carolina. ED 170 440

Access to Equal Educational Opportunity in North Carolina. The Report of the Governor's Commission on Public School Finance. ED 170 439

Actions Adopted by the Board of Governors of the California Community Colleges. ED 169 994

An Analysis of Government Training Contract Practices in Terms of Cost and Contingency Management Implications. ED 169 390

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume I: The Targeting of ESAA Grants and Grant Funds, and Volume II: The Focus of ESAA Projects. ED 170 405

Budgeting in Higher Education. AAHE-ERIC/Higher Education Research Report No. 3, 1979. ED 169 875

Components of the Increase in College Operating Expenditures Since 1967: An Analysis of the Impact of Inflation, Increased Enrollment, and Increased Costs on the Total Operating Expenditures of Montgomery College. ED 170 011

Educational Technology and Cost Reduction in Higher Education: Five Alternative Futures. ED 169 923

Federal Obligations to Universities and Colleges Rose 19% in FY 1976, Mostly in Nonscience. Science Resources Studies Highlights, May 26, 1978. ED 170 107

Financing the Education of the Black Child: A Survey of 30 Predominantly Minority School Districts. ED 170 415

Funding for Curriculum Development: An Analysis of Some Policy Problems. ED 170 252

K-12, Educational Technology and Basic Education in Florida: Scenarios for Five Alternative Futures. ED 169 924

My School of Experience: Lessons Learned. ED 170 256

National Conference on Catholic School Finance, 1977. ED 169 633

Planning and Control in Higher Education. ED 169 860

Planning for Lutheran High Schools. Maintaining Fiscal Responsibility. Part One Accounting. Part Two Budgeting. Part Three Five-Year Budget Projection. H 10. ED 169 620

Planning for Lutheran High Schools. Resources for Financial Planning. Part One How Lutheran High Schools Are Funded. Part Two Budgeting and Funding the Exploration, Survey, Planning, and Implementation Phases. Part Three Strategies for Funding the First Year. HO 9. ED 169 619

Projections of Education Statistics to 1986-87. ED 170 112

Reflections on Curriculum Policy. ED 170 259

State Compensatory Education Fund Allocations to Urban School Districts, 1976-1977 and 1978-1979. ED 170 416

State Plan for Community Colleges in Maryland, Fiscal Years 1980-1985. ED 169 988

The Texas Formula System. ED 169 811

Washington State Johnson-O'Malley Indian Education 1977-78 Annual Report. ED 170 086

ducational Games

Independent Curriculum Enrichment Studies: Learning Packages for the Gifted. Table of Contents; Teachers' Sheets. ED 169 743

Job Crunch: The Affirmative Action Game. ED 169 819

ducational Gerontology

The Certificate in Aging Studies: A Development Model for the 1980's. ED 170 195

ducational History

The Black Protest Tradition of Historically Black Colleges: A Comparative Analysis of Historically Black and Historically White Institutions. ED 170 410//

A Brief History of Federal Involvement in Curriculum Development. ED 170 267

Debate and Understanding Symposium No. 4, 1978: Myths and Realities About Historically Black Colleges in Higher Education. ED 170 408

Educational Progress and Political Developments in Trindad and Tobago, 1917-1962. ED 170 192

The Education of Theodore Roosevelt: Formal Learning and Its Informal Messages. ED 170 215

Microteaching: Forerunner to Competency Based Teacher Education. ED 170 278

Myths and Realities Concerning the Black Colleges in Higher Education: A Lodestar for a Historical Analysis. ED 170 409//

Nathaniel Topliff Allen, Early Professional and 19th Century Risk Taker. ED 170 218

What the Curriculum Field Needs to Learn from Its History. ED 170 217

ducational Improvement

Access to Equal Educational Opportunity in North Carolina. A Condensed Version of the Report of the Governor's Study Commission on Public School Finance of North Carolina. ED 170 440

Assisting School Districts in Upgrading or Establishing Evaluation Capabilities. ED 170 360

Desegregation Its Inequities and Paradoxes: Toward an Equitable and Just Educational Policy for Afro-Americans. Educational Policy for Afro-Americans. ED 170 424

A Discussion of the Literature and Issues Related to Effective Schooling. ED 170 394

Education et Developpement. Une Approche aux Interventions d'Education en Milieux Defavorises. MEQ, Mars 1975. ED 170 402

The EXCEL Program for Excellence in Education: An Assessment. ED 170 404

Pour une Ecole de Masse a Batir Maintenant. Proposition d'Ecole Build a School for the Masses Now. Proposal for a School. ED 170 398

A Study of Selected Issues Involving Magnet Schools in Big City School Districts. ED 170 422

Supports and Constraints to School-Community Relations in an Urban, Inner-City School. Symposium No. 4.01: Perspectives on School-Community Relations. ED 170 425

Urban Education Studies: Assimilation of Programs into Continuing District Operations. ED 170 413

ducational Innovation

Chain of Choices, Paths of Inquiry. Renewal of Liberal Education. Executive Summary. ED 169 813

Children's Thinking in the Classroom. ED 170 022

Mapping New Schools. 3: Mapping Your School's Environment. Part 3 in a Series of Four New-School Planning Guides. ED 169 629

Mapping New Schools. 4: Making Your School Work. Part 4 in a Series of Four New-School Planning Guides. ED 169 630

Nathaniel Topliff Allen, Early Professional and 19th Century Risk Taker. ED 170 218

Ordering Theory: A Methodology for Sequencing Stages of the Adoption Process. ED 170 205

The Quality of School Life in Experimental and Traditional Schools in Western Germany. ED 170 230

Resources for Renewal: Liberal Education for Work and Leisure. ED 169 814

Transition: An Evaluation of the First Year of an Innovative Freshman Program at North Carolina State University. ED 169 864

ducational Interest

A Comprehensive Community Educational Needs Assessment Study of the Adult Population of Atlantic and Cape May Counties, New Jersey. ED 169 964

Surveys of Need for Office Design and Other Design Skills Among Former Interior Design Graduates and Employers of Designers. Volume IX, No. 15. ED 169 976

ducational Legislation

Part 11: A Bill to Provide Educational Proficiency Standards. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 6088 (September 12 and 15, 1977). ED 169 609

Part 20: Field Hearings on H.R. 15, A Bill to Extend the Elementary and Secondary Education Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 15 (February 10 and 11, 1978). ED 169 610

Part 21: The Administration's Proposals for Elementary and Secondary Education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 11282 (February 28 and March 6, 1978). ED 169 611

Part 7: Special Projects Act and Miscellaneous Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 (July 13, 14, 19, 20, 1977). ED 169 607

Part 8: ESEA Consolidated Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 (July 26, 27, and 28, 1972). ED 169 608

ducationally Disadvantaged

Achievement Testing of Disadvantaged and Minority Students for Educational Program Evaluation. ED 170 380//

New Start. General Education (G. E. D.), Job Skills, & Job Placement: A Summary, July 1, 1977 June 30, 1978. ED 169 983

Remedial Education: A Position Paper. ED 170 013

Strategies for Implementing Experiential Educational Programs in a Predominantly Black Institution. ED 170 418

ducational Needs

Access to Equal Educational Opportunity in North Carolina. The Report of the Governor's Commission on Public School Finance. ED 170 439

A Comprehensive Community Educational Needs Assessment Study of the Adult Population of Atlantic and Cape May Counties, New Jersey. ED 169 964

Conference Report: Adult Learning Needs and the Demand for Lifelong Learning. ED 169 384

A Deadpan Look at Humor in Curriculum Theory (Or, The Serious vs. the Solemn). ED 170 207

Demand for Additional Job-Related Training'' by Minnesota Residents Age 16 and Over, 1977. ED 169 284

Future Directions for a Learning Society. ED 169 215

Inservice Education: The State of the Scene. ED 170 295

International Education: A Look Back and a Look Ahead. ED 170 288

Learning Improvement Group (LIG): An Approach to Basic Skills Improvement in the Departmentalized School. ED 170 442

Meeting Academic Success Needs of Re-Entry Adults. Final Report. ED 169 967

A Needs Assessment of Texas Child Care Administrators with Implications for Potential Training Strategies. ED 170 056

Selected Social Studies Skills: 88 Reinforcement Lessons for Secondary Students. ED 170 188

Social Studies Teacher Education: Practices, Problems, and Recommendations. ED 170 187

TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 2. ED 170 298

ducational Objectives

Basic Objectives: Their Investigation and Dissemination Through Teacher Education. Information Bulletin, No. 2. ED 170 241

Bibliographic Instruction Program. ED 169 890

British Schools and Ours. Fastback 122. ED 170 179

Changing Work Force Needs with Implications for Higher Education. Proceedings of the Wingspread Conference (Racine, Wisconsin, October 23-24, 1978). ED 169 995

Citizenship. A Statewide Assessment in Texas. ED 170 347

College Decisions Made By the Delphi Method. ED 170 266

Current Recruitment Practices in Community Colleges and Other Post Secondary Institutions. ED 169 996

The Dashing Clockmaker, Or: How Not To Be Afraid of the Swinging Pendulum. ED 169 759

Designing Inservice Programs: Assessing Needs and Determining Goals. ED 170 269//

Development of a Comprehensive Proficiency Testing System. ED 170 383

Distributive Education Competency-Based Curriculum Models by Occupational Clusters. Final Report. ED 169 286

Educational Outcomes at Harcum Junior College. ED 169 965

Education of Ethnic and National Minorities in the USSR: A Report on Current Development. ED 170 224

English 8-12 Secondary Guide. ED 169 536

Goals of Psychology Undergraduates: Majors and Non-Majors. ED 169 405

History of Ideas at Baker University. Position Paper II. Purpose and Content. ED 169 825

Kentucky Handbook for Community Education. ED 170 197

Learning to Manage a Minimum Competency Testing Program. ED 170 285

Mapping New Schools. 2: Designing Your School. Part 2 in a Series of Four New-School Planning Guides. ED 169 628

Organizing the Environment for Art Instruction. Grades K-12. ED 170 203

Planning Schooling for Future Living. ED 170 289

Politics and Power: The New Voter. Report of the Subcommittee on Political Science. ED 170 237

Position Paper on Federal Curriculum Development. ED 170 257

Standardized Achievement Tests for Young Children: An Analysis. ED 170 020

State Plan for Community Colleges in Maryland, Fiscal Years 1980-1985. ED 169 988

Survey of Goals and Impact of Harper College as Perceived by Seven Harper Constituent Groups. Volume X, No. 3. ED 169 981

Universe of Goals. Pediatric Nurse Practitioner/Associate Programs. ED 169 799

The Way of Tradition: Life in an Orthodox Jewish School. ACER Research Series No. 103. ED 170 202

ducational Opportunities

Adult Learning Services: A Status Report on Programs of the New York State Education Department. ED 169 216

Checking Your Balance. Guidelines for Assessing Sexism in School and Classroom Practices. ED 170 307

The Forgotten Side of the Black Undergraduate: An Assessment of Academic Achievements and Spirations during the 1970's. ED 170 426

How Long Should a Man's Legs Be? ED 170 088

Resources for Renewal: Liberal Education for Work and Leisure. ED 169 814

Strategies for Implementing Experiential Educational Programs in a Predominantly Black Institution. ED 170 418

A Study of Selected Issues Involving Magnet Schools in Big City School Districts. ED 170 422

Youth Employment and Training Act of 1977. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Human Resources. United States Senate. Ninety-Fifth Congress. First Session on S. 1242, H.R. 2992 (April 20, 21, and 22, 1977). ED 169 242

ducational Philosophy

Educational R&D in Saudi Arabia: An Ethnomethodological Analysis. ED 170 216

The Future of Piaget's Theory in Education. ED 170 060

Philosophical Studies in Education: Proceedings of the 1978 Annual Meeting of the Ohio Valley Philosophy of Education Society. ED 170 231

The Reception Learning Paradigm. ED 170 148

Survey of Participants in the 1975 Adventure Education Colloquium. Taft Campus Occasional Paper No. 26. ED 170 089

ducational Planning

Alabama's Challenge: Higher Education in the 1980's. Report of the Second Special Committee to Evaluate the Alabama Commission on Higher Education. ED 169 823

Beyond Curriculum Development. ED 170 245

Kentucky Handbook for Community Education. ED 170 197

Planning for Postsecondary Education in California: A Five-Year Plan Update, 1979. ED 169 828

Planning Schooling for Future Living. ED 170 289

Some Key Epistemological Questions About A Theory of Practice.'' ED 170 283

TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 1. ED 170 297

TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 2. ED 170 298

Thinking about Our School: The Environmental Perceptions Approach to Curriculum Inquiry and Improvement. ED 170 222

ducational Policy

ALSED Round Table. Final Report. ED 169 782

Beyond Curriculum Development. ED 170 245

Curriculum Development by a Not-For-Profit Organization. The Experience of the Educational Research Council of America in Social Science Education. ED 170 248

Curriculum Development Policy Issues. ED 170 249

Curriculum Research A Policy Proposal. ED 170 250

Educational Polity and Curriculum Design. ED 170 251

Education of Ethnic and National Minorities in the USSR: A Report on Current Development. ED 170 224

Fiscal Year 1979 Maryland Amended Annual Program Plan Under Part B of the Education of the Handicapped Act as Amended by Public Law 94-142. ED 169 740

Initial Survey of Foreign Language Teaching Policies, Facilities and Methodology in the Caribbean. Linguistic Documentation for the Developing Countries: Cases, Problems, Solutions, No. 5. ED 169 781

La CEQ et la Question Nationale et Linguistique. ED 170 399

La Question Linguistique, Element de la Question Nationale. ED 170 400

National Curriculum Projects and Development in Education. ED 170 268

NIE Curriculum Development Issues. Guides for Public Discussion. ED 170 243

Philosophical Studies in Education: Proceedings of the 1978 Annual Meeting of the Ohio Valley Philosophy of Education Society. ED 170 231

Position Paper on Federal Curriculum Development. ED 170 257

The Regents 1978 Progress Report on their 1976 Statewide Plan for the Development of Postsecondary Education. ED 169 833

Research on Post-Secondary Education at NIE. ED 169 835

Some Key Epistemological Questions About A Theory of Practice.'' ED 170 283

Synthesis of Research Related to Policy for Education in Rural America. ED 170 087

A Useful Tactic in Stimulating Curriculum Change. ED 170 244

ducational Practice

Bibliography of Doctoral Dissertations on Topics Related to Instrumental Music Curriculum. American School Band Directors' Association, Research Committee Reports for the Annual Convention (23rd, Columbus, Ohio, 1975). ED 170 235

Cognitive Dissonance and the Affective Domain in Collegiate Compensatory Education. ED 170 414

The Future of Piaget's Theory in Education. ED 170 060

Nathaniel Topliff Allen, Early Professional and 19th Century Risk Taker. ED 170 218

The Quality of School Life in Experimental and Traditional Schools in Western Germany. ED 170 230

Social Studies Teacher Education: Practices, Problems, and Recommendations. ED 170 187

Understanding Students' Understanding. Some Qualitative Aspects of the Process and Outcome of Teaching and Learning at University Level. No. 80. ED 170 336

ducational Principles

Basic Principles for Designing Experience-Based Curricula. ED 170 213

ducational Problems

Cognitive Dissonance and the Affective Domain in Collegiate Compensatory Education. ED 170 414

Debate and Understanding Symposium No. 4, 1978: Myths and Realities About Historically Black Colleges in Higher Education. ED 170 408

The Difference Between Thorns and Threats in Elementary School Administration. Studies in Curriculum Development No. 1, 1979. ED 169 676

Mental Health Consultant Reports of the Field Trials of Instruments for Surveying Problems in Schools. ED 170 309

Proceedings of the Great Literacy Crisis Symposium, San Diego State University, October 2, 1978. ED 169 519

Schools, Aesthetic Forms, and Social Reproduction. ED 170 210

Social Studies Teacher Education: Practices, Problems, and Recommendations. ED 170 187

A Strategy for Promoting Educational Reform in Developing Countries. ED 170 226

ducational Programs

The Applicability of Single Subject Designs for Research on Coping Skills Training. ED 170 348

California Community College Foster Parent Training Project: First Interim Report. ED 169 987

Conservation District Guide for Education Programs. ED 170 127

Conservation Task Force Report on Education and Training. Draft Copy. ED 169 682

Directory of Educational Programs for Adults Who Work With Children. ED 170 021

Educational Evaluation: Key Characteristics. ACER Research Series No. 102. ED 170 339

Education for Parenthood: A Present Priority. ED 169 433

Foster Parenting. ED 170 049

Interdependence: A Handbook for Environmental Education. ED 170 135

Kentucky Handbook for Community Education. ED 170 197

Migrant Education Evaluation Report 1977-1978. Title I ESEA. Idaho State Department of Education. State Annual Evaluation Report. ED 170 103

A Needs Assessment of Texas Child Care Administrators with Implications for Potential Training Strategies. ED 170 056

School Library Resources, Textbooks and Other Instructional Materials: Title II, ESEA and Strengthening Instruction in Science, Mathematics, Foreign Languages and the Humanities and Arts: Title III, NDEA. Annual Report, 1970. ED 169 898

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Urban Education Studies: Assimilation of Programs into Continuing District Operations. ED 170 413

Washington State Johnson-O'Malley Indian Education 1977-78 Annual Report. ED 170 086

ducational Quality

A Discussion of the Literature and Issues Related to Effective Schooling. ED 170 394

Myths and Realities Concerning the Black Colleges in Higher Education: A Lodestar for a Historical Analysis. ED 170 409//

NAACP Report on Quality Education for Black Americans: An Imperative. ED 170 385//

Parent Perceptions of Magnet Schools as a Method of Desegregation. ED 170 384

Search for Effective Schools: The Identification and Analysis of City Schools Schools That Are Instructionally Effective for Poor Children. ED 170 396

ducational Radio

Effective Educational Radio: An Approach to Analyzing Programs. ED 169 919

ducational Research

Advances in Teacher Effectiveness Research. ED 170 281

Applied Research in a State Department of Education. ED 169 625

Aptitude-treatment Interaction in Mathematics Instruction Using Calculators. ED 170 113

Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations. ED 169 757

The Calculator's Effect on Children's Solution Processes. ED 170 166

Comparative Higher Education. Research Trends and Bibliography. ED 169 872//

Consulting and Communication in Organizations. ED 169 584

A Deadpan Look at Humor in Curriculum Theory (Or, The Serious vs. the Solemn). ED 170 207

Desirability and Implementation of IGE/Secondary Schooling in Selected Innovative High Schools. Tehnical Report No. 493. ED 169 624

The Federal Government and the Protection of Research Subjects: Implication for Educational Research. ED 170 368

Followup Studies at Tennessee Technological University: A Model for Teacher Evaluation. ED 170 142

Investigations in Science Education, Vol. 5, No. 3, 1979. Expanded Abstracts and Critical Analyses of Recent Research . ED 170 175

Investigations in Science Education, Vol. 5, No. 4, 1979. Expanded Abstracts and Critical Analyses of Recent Research . ED 170 176

Project CDCC: Coloma Community School District, Coloma, Michigan. A Submission to the Joint Dissemination Review Panel. ED 169 245

Research and Development for Higher Education: An Overview. R & D for Higher Education 1978:8. ED 169 827

Research on Post-Secondary Education at NIE. ED 169 835

Science Education Development and Research: Abstracts of Current Projects. ED 170 160

Some Key Epistemological Questions About A Theory of Practice.'' ED 170 283

Story Telling and Educational Understanding. Paper #12 in Occasional Paper Series. ED 170 314

A Study of Selected Issues Involving Magnet Schools in Big City School Districts. ED 170 422

Understanding Students' Understanding. Some Qualitative Aspects of the Process and Outcome of Teaching and Learning at University Level. No. 80. ED 170 336

ducational Resource Centers Program

Mainstreaming: The Educational Resource Centers Model. ED 169 744

ducational Resources

Beyond Curriculum Development. ED 170 245

Equals: An Annotated Bibliography to Assist Elementary and Secondary School Teachers in Sex-Fair Counseling and Instruction. ED 169 409

Interdependence: A Handbook for Environmental Education. ED 170 135

A Report on the 1978 Invitational Conference & Workshop on Film/Video as an Artistic, Professional, & Academic Discipline. ED 169 590//

Resources in Education (RIE). Volume 14, Number 9. ED 169 206

Study Skills Related to Library Use: A K-12 Curriculum Guide for Teachers and Librarians. ED 169 906

ducational Resources Information Center

A Bibliography of Publications about the Educational Resources Information Center. ED 169 955

ducational Responsibility

Special Education State Plan for Fiscal Year 1979. ED 169 720

ducational Sociology

What Drives'' the Schools? ED 170 263

ducational Strategies

Activity Guide: Sex Equity in Leadership Development Project, 1977-1978. ED 170 428

Establishment of Instructional Planning and Management Information Systems to Monitor the Education of Exceptional Children. ED 169 719

Portraying the Complexities of Environmental Education and Strategies for Learning. ED 170 171

Educational Technology

Beyond Curriculum Development.
ED 170 245

Costs and Effectiveness of Technological Applications in Education: A Literature Review.
ED 169 922

The Educational Effectiveness of Graphic Displays for Computer Assisted Instruction. Final Report.
ED 169 917

Educational Technology and Cost Reduction in Higher Education: Five Alternative Futures.
ED 169 923

K-12. Educational Technology and Basic Education in Florida: Scenarios for Five Alternative Futures.
ED 169 924

Educational Television

The Accident. Parenting Styles: Avoiding the Extremes. Student Guide Footsteps. Report Number 13.
ED 169 939

And We Were Sad Remember? Dealing with Death: The Time Is Now. Student Guide Footsteps. Report Number 6.
ED 169 932

Christinitas. Creativity: A Fresh Look On The World. Student Guide Footsteps. Report Number 19.
ED 169 945

The First Signs of April. The Need for Early Stimulation: A Sense of the World. Student Guide Footsteps. Report Number 3.
ED 169 929

Footsteps: A Television Series on Parenting. Home Viewer Guide.
ED 169 952

Footsteps: Discussion Guide, Part I: (Programs 1-20).
ED 169 925

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ED 169 926

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ED 169 948

Hairy Scary. Children's Fears: Face Them. Student Guide Footsteps. Report Number 16.
ED 169 942

I'll Dance At Your Wedding. The Handicapped Child: A Child First. Student Guide Footsteps. Report Number 20.
ED 169 946

I Love You When You're Good. Loving Children: Getting the Message Across. Student Guide Footsteps. Report Number 11.
ED 169 937

Love Me and Leave Me. Attachment and Independence: You Can't Have One without the Other. Student Guide Footsteps. Report Number 7.
ED 169 933

New Kid on the Block. Social Skills. Student Guide Footsteps. Report Number 14.
ED 169 940

NFE-TV: Television for Nonformal Education.
ED 169 950

No Comparison. Children's Individuality: A Fact to Celebrate. Student Guide Footsteps. Report Number 2.
ED 169 928

Queen for a Day. Identity: The I's'' Have It. Student Guide Footsteps. Report Number 1.
ED 169 927

The Scratching Pole. Growing Up: Children Do Their Best. Student Guide Footsteps. Report Number 15
ED 169 941

The Secret of Little Ned. Listening to Children: Children Should Be Seen and Heard. Student Guide Footsteps. Report Number 12.
ED 169 938

Spare the Rod. Discipline: The Long and Short of It. Student Guide Footsteps. Report Number 8.
ED 169 934

Stacking the Deck. Competence: It's All in Your Mind. Student Guide Footsteps. Report Number 18.
ED 169 944

There Comes a Time. Societal Support: We're All in It Together. Student Guide Footsteps. Report Number 17.
ED 169 943

True Blue. Play and Fantasy: The Child's Building Blocks. Student Guide Footsteps. Report Number 10.
ED 169 936

Two to Get Ready. Preparing for Parenthood: Two Heads are Better Than One. Student Guide Footsteps. Report Number 4.
ED 169 930

What's Cookin'? Nutrition: It's Habit-Forming. Student Guide Footsteps. Report Number 9.
ED 169 935

Who Is Sylvia? Children and TV: Watch It! Student Guide Footsteps. Report Number 5.
ED 169 931

Educational Testing

Achievement Testing of Disadvantaged and Minority Students for Educational Program Evaluation.
ED 170 380//

Educational Theories

Alternative Concepts of Vocational Education.
ED 169 285

The Future of Piaget's Theory in Education.
ED 170 060

The Reception Learning Paradigm.
ED 170 148

A Useful Tactic in Stimulating Curriculum Change.
ED 170 244

Using Pictures in the Classroom.
ED 170 147

Educational Trends

A Comparison of Three Equating Procedures on the Certifying Examination for Primary Care Physician's Assistants.
ED 170 364

Educational Progress and Political Developments in Trindad and Tobago, 1917-1962.
ED 170 192

The Problem of Grade Inflation.
ED 170 316

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20th Century Perspectives on Teaching Written Composition in the Elementary School: A Review of Authoritative Opinion.
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Education and Work

Resources for Renewal: Liberal Education for Work and Leisure.
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Education for All Handicapped Children Act

Comprehensive System of Personnel Development.
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Advances in Teacher Effectiveness Research.
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A Discussion of the Literature and Issues Related to Effective Schooling.
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Learning About the Achievement Hierarchy of the Classroom: Through Children's Eyes.
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A Mini-Instructional System for Increasing Teacher Classroom Management Competence.
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Perceptions of the Performance of Community College Faculty: Dissertation Research Findings.
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Relationships Between Success in an Education Program and Success in the Teaching Profession.
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T & I Basic Electricity. Kit No. 4. Instructor's Manual and Student Learning Activity Guide.
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Electricity

Owlie Skywarn's Lightning Book.
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Electric Motors

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Science Activities in Energy: Wind Energy.
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Elementary School Students

Elementary Studentship: Toward an Understanding.
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Familiarization and the Development of Attention: Verbal vs. Non-Verbal Materials.
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Elementary Secondary Education

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Conservation District Guide for Education Programs.
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Education Directory. Public School Systems 1977-78.
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How Long Should a Man's Legs Be?
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Elementary Secondary Education Act Title I

An Analysis of the Evaluation Data When ESEA, Title I Evaluation Models A1 and A2 are Empirically Field Tested Simultaneously.
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State Education Agencies and Language-Minority Students.
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A Model for Teaching Rational Behavior Therapy in a Public School Setting.
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motional Problems

The Role of Hyperactive and Aggressive Symptomatology in Predicting Adolescent Outcome Among Hyperactive Children.
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The Consequences of Failing to Imitate.
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The Business of Education.
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Job Attitudes and Organizational Performance When Employees Own the Company.
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The Role of Employment in the Socialization of Mentally Retarded Persons.
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ED 170 435

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Youth Programs Models and Innovations.
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Survey of Spring 1978 Degree Recipients at North Carolina State University.
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Practical Materials for Teaching. Resource File: Edition I. Energy Management.
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Science Activities in Energy: Solar Energy II.
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Environmental Education Guide; Language Arts 7-8.
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Environmental Education Guide; Language Arts 9-12.
ED 169 564

nglish for Special Purposes

Lenguaje y Ciencias (Language and Sciences), Vol. 17, No. 3.
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A Course of Study in English Language Arts for Grades 7-9.
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Curricular Demands: Tests, Essays, and Major Written Projects. Indiana Studies in Higher Education, Number 39.
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Detective Fiction.
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English 8.
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English 8-12 Secondary Guide.
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English 9: A Resource Book for Teachers.
ED 169 535

Environmental Education Guide; Language Arts 7-8.
ED 169 563

Environmental Education Guide; Language Arts 9-12.
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The Rocky Road to Technical Writing Pave It With P. R.
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Standard English Versus Dialects: Another View.
ED 169 545

Why Students Find Writing to be Torture.
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Writing Groups in an Interdisciplinary Program or Getting Around the Professorial Block.
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20th Century Perspectives on Teaching Written Composition in the Elementary School: A Review of Authoritative Opinion.
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Bilingual Reading.
ED 169 751

The Collection, Creation and Analysis of Oral English as an Additional Language Games (K-Adults).
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Interlanguage, the Monitor, and Sentence Combining.
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A Study of Code-Mixing in Bilingual Language Acquisition.
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nrichment Activities

Developing a Schoolwide Enrichment Activity Program for Identified Gifted Students.
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nrollment

Education Directory. Public School Systems 1977-78.
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Recruiter's Manual.
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nrollment Influences

Attracting Nonminority Students to Magnet Schools in Minority Neighborhoods.
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Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 1.
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nrollment Projections

Planning for Lutheran High Schools. Resources for Enrollment Planning. Part One Enrollment Projection/Recruitment Strategies. Part Two Transportation Strategies. HO 8.
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Projections of Education Statistics to 1986-87.
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A Profile of Entering Freshmen, North Carolina State University, Fall, 1975.
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A Profile of Entering Freshmen, North Carolina State University, Fall, 1977.
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A Profile of Entering Freshmen, North Carolina State University, Fall, 1978.
ED 169 860

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Associate Degrees and Other Formal Awards Below the Baccalaureate: Analysis of 6-Year Trends.
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Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 1.
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Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 4.
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North Carolina Black High School Graduates: Their Interest in NCSU.
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North Carolina Black High School Graduates: Their Interest in NCSU.
ED 169 861

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Student Characteristics as Compared to the Community Profile 1977-1978. Volume IX, No. 17.
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Environmental Information Resources for a Course.
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Helping Wildlife: Working With Nature.
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My Environment. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
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Albuquerque's Environmental Story.
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Changes in Attitudes Toward Environmental Education and Selected Teaching Behaviors of Teachers Participating in Environmental Education Workshops.
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Citizens' Perceptions of the Marine Environment and the Placement of Precollege Marine Education Instruction in the Public Schools.
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Conservation District Guide for Education Programs.
ED 170 127

Earthwatch: Designing Environmental Education into the Curriculum. Volume I, Grades 3-5.
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Earthwatch: Designing Environmental Education into the Curriculum. Volume II, Grades 6-8.
ED 170 152

Environmental Education Guide; Language Arts 7-8.
ED 169 563

Environmental Education Guide; Language Arts 9-12.
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Environmental Education: River Policy and Procedures.
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Environmental Studies: A High School Course for Each Citizen, of Each Town, in South Carolina, U.S.A.
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HMSS (Hawaii Marine Science Studies) Sampler: Summer 1978 Draft Edition.
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Interdependence: A Handbook for Environmental Education.
ED 170 135

Interrelationships Among Curriculum and Instruction Variables and Learning Outcomes in Project P.E.A.C.E.
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Measuring the Attitudes and Awareness of Environmental Education Camp Users. Forest Service Research Paper NE-426.
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Owlie Skywarn's Lightning Book.
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Portraying the Complexities of Environmental Education and Strategies for Learning.
ED 170 171

Remote Sensing and the Earth.
ED 170 141

Youth Action to Improve the Environment. A 4-H Community Development Project. 4-H Leaders' Guide.
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Environmental Influences

Does the Changing View of Early Development Imply a Changing View of Early Education?
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Helping Wildlife: Working With Nature.
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A Model of Maternal Coping with Childbirth: Implications for Research and Methodology.
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Organizing the Environment for Art Instruction. Grades K-12.
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Views from the Margins: Practical Premises and Modest Priorities for Curriculum Improvement.
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Environmental Research

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Epilepsy

Social Skills Training in Epilepsy Rehabilitation.
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Equal Education

An Action Research Proposal To Provide Educational Equity Opportunities For Women in Engineering.
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The Black Protest Tradition of Historically Black Colleges: A Comparative Analysis of Historically Black and Historically White Institutions.
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Checking Your Balance. Guidelines for Assessing Sexism in School and Classroom Practices.
ED 170 307

Desegregation Its Inequities and Paradoxes: Toward an Equitable and Just Educational Policy for Afro-Americans. Educational Policy for Afro-Americans.
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A Discussion of the Literature and Issues Related to Effective Schooling.
ED 170 394

The Forgotten Side of the Black Undergraduate: An Assessment of Academic Achievements and Spirations during the 1970's.
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Guide to Organizations Working for Women's Educational Equity: Initial Directory.
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Nathaniel Topliff Allen, Early Professional and 19th Century Risk Taker.
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Serrano II: Equal Access to School Resources and Fiscal Neutrality A View from Washington State.
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A Study of Selected Issues Involving Magnet Schools in Big City School Districts.
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Equalization Aid

Access to Equal Educational Opportunity in North Carolina. A Condensed Version of the Report of the Governor's Study Commission on Public School Finance of North Carolina.
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Access to Equal Educational Opportunity in North Carolina. The Report of the Governor's Commission on Public School Finance.
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The Battle to Reform Public School Finance Systems: 1968 to Present.
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Equal Opportunities (Jobs)

Informal Comments on Critical Issues in Higher Education.
ED 169 539

Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance. Federal Register. Part VI.
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Training Guide: Sex Equity in Leadership Development Project, 1977-1978.
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Women in Academe: Steps to Greater Equality. AAHE-ERIC/Higher Education Research Report No. 1, 1979.
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Equal Rights Amendment

ERA: Psychological, Social and Ethical Implications for Psychology.
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Combined Common Person and Common Item Equating of Medical Science Examinations.
ED 170 363

A Comparison of Three Equating Procedures on the Certifying Examination for Primary Care Physician's Assistants.
ED 170 364

A Comparison of Title I Achievement Results Obtained Under USOE Models A1, C1 and a Mixed Model.
ED 170 370

Equivalency Tests

Manual for the USES Basic Occupational Literacy Test. Section 1: Administration, Scoring and Interpretation.
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ERIC

The NDN in E.R.I.C.: A Piece of the Action.
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Eskimo Aleut Languages

Otayahuk Ungazimi (Otayahuk in Ungaziq).
ED 169 772

Piyaataalghiit (Going for a Walk).
ED 169 752

Unangam Ungiikangin ! (Aleut Traditions).
ED 169 767

Essays

Curricular Demands: Tests, Essays, and Major Written Projects. Indiana Studies in Higher Education, Number 39.
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ED 169 832

Ethical Instruction

History of Ideas at Baker University. Position Paper II. Purpose and Content.
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Ethical Values

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ED 170 165

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Ethnic Groups

Many Faces of Hawaii.
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Ethnic Stereotypes

Guidelines for Using Racist/Sexist Materials in the Classroom.
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Ethnic Studies

Ethnic Heritage Curriculum Guide, Grades K-6.
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Ethnic Heritage Curriculum Guide, Grades 7-12.
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The Evaluation Process.
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Perspectivas en Chicano Studies I (Perspectives in Chicano Studies I).
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Ethnography

Anthropological Fieldwork: Comments on its Values and Limitations.
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Of Wonders Wild and New: Dreams from Zinacantan. Smithsonian Contributions to Anthropology, No. 22.
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Arts and Humanities: Perspectives. A First Report (1979) of Project H.E.L.P. (Humanities Education Liaison Program).
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Basic Considerations in Assessing the Validity of Evaluation Designs.
ED 170 369

Consulting and Communication in Organizations.
ED 169 584

Effects of Evaluation Expectation on Artistic Creativity.
ED 169 450

Guidelines for Evaluating Instructional Media. (Film and TV).
ED 169 948

Multilevel Remediation in Biology, Chemistry and Mathematics. Final Report.
ED 170 158

Using Naturalistic Research for the Study of Evaluation Utilization.
ED 170 378

Evaluation Criteria

Can Assertiveness be Distinguished From Aggressiveness Using Self Report Data?
ED 169 419

Checking Your Balance. Guidelines for Assessing Sexism in School and Classroom Practices.
ED 170 307

College Decisions Made By the Delphi Method.
ED 170 266

Continuing Education in Nursing. An Overview.
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Criteria for Selecting Instructional Materials for Nutrition Education.
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Development and Validation of a Normative Process Model for Determining Priority of Need in Community Adult Education.
ED 169 389

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ED 169 358

Educational Outcomes at Harcum Junior College.
ED 169 965

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The Evaluation of Faculty and Non-Academic Administrators.
ED 170 290

The Evaluation Process.
ED 169 543

Formative Evaluation Efforts in a Teacher Education Program.
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Guidelines for Evaluating Instructional Media. (Film and TV).
ED 169 948

Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments.
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Standards for Nursing Education.
ED 169 796

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Academic Library Development Program: Report of the Self-Study.
ED 169 889

An Analysis of the Evaluation Data When ESEA, Title I Evaluation Models A1 and A2 are Empirically Field Tested Simultaneously.
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Assessing Speaking and Writing Proficiency Via Samples of Behavior.
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College Decisions Made By the Delphi Method.
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ED 170 333

Evaluating Experiential Learning Programs.
ED 170 357

Evaluating Functional Literacy.
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The Evaluation of Faculty and Non-Academic Administrators.
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Formative Evaluation Efforts in a Teacher Education Program.
ED 170 375

Impact Study on Driving by Special Populations. Final Report. Volume II: A Guide for the Evaluation of Handicapped Drivers.
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Individual Analysis and Prescription Profiles for Deinstitutionalization. Final Report.
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A Kit of Career Education Assessment and Evaluation Instruments. Second Edition. Bulletin Number 8094.
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Meaning Based Testing and Curriculum Implications.
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Operation and Management Profiles: A Multi-Dimensional Analysis of Successful Urban Educational Programs.
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Project to Develop a Wisconsin State Plan for Career Education. Final Report.
ED 169 218

Report of Baseline Data: Evaluation of the Child and Family Resource Program. Volume II.
ED 170 059

The Role of Evaluation in a Mission Oriented Foundation.
ED 170 352

Rules of Thumb from the Literature on Research and Evaluation.
ED 170 353

Using Naturalistic Research for the Study of Evaluation Utilization.
ED 170 378

The Utility of the Assessment Center as a Selection Device.
ED 170 349

Evaluation Needs

Assisting School Districts in Upgrading or Establishing Evaluation Capabilities.
ED 170 360

Evaluating Experiential Learning Programs.
ED 170 357

Evaluators

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Adjustment to Work: A Follow Up of Mildly Intellectually Handicapped Adolescents Who Have Undergone Training in a Work Preparation Centre. The Granville Project .
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Application of Biofeedback/Relaxation Training to Exceptional Children.
ED 169 739

A Comparison of Two Methods of Teaching a Reading Task to Mildly Intellectually Handicapped Adolescents. The Granville Project .
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Self-Perceptions of Ability, Expectations and Locus of Control in Elementary Learning Disabled Children.
ED 169 738

xceptional Persons

Effects of Diagnostic Labels on Perceptions of Children's Behavior Disorders.
ED 169 410

xpectation

Effects of Evaluation Expectation on Artistic Creativity.
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Perceptions of Parenthood and Infant Development: A Comparison of the Views of High School Students, College Students, and Expectant Parents.
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Self-Perceptions of Ability, Expectations and Locus of Control in Elementary Learning Disabled Children.
ED 169 738

xpenditure Per Student

Using Achievement Tests to Fund a State-Wide Compensatory Education Program.
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xpenditures

Reviews of Data on Science Resources, No. 31, May 1978. A Comparison of National Industrial R&D Estimates with Actual NSF/Census Data.
ED 170 108

Summary of Findings and Recommendations on Federal Audiovisual Activities.
ED 169 882

xperiential Learning

Basic Principles for Designing Experience-Based Curricula.
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Children's Thinking in the Classroom.
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Evaluating Experiential Learning Programs.
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External Degrees, A Non-Traditional Approach for Credentialing Adult Human Service Workers.
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Strategies for Implementing Experiential Educational Programs in a Predominantly Black Institution.
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A Survey of Non-Traditional Credit in Texas.
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A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations.
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xperimental Programs

A Follow-Up Study of the Pre-Postsecondary Curriculum Program in Ohio. Final Report.
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xperimenter Characteristics

The Eye of the Beholder: Methodological Considerations When Observers Assess Nonverbal Communication.
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xtended Family

Housing Characteristics and Quality of Multigenerational Households.
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Looking, Smiling, Laughing, and Moving in Restaurants: Sex and Age Differences.
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acility Inventory

Summary of Findings and Recommendations on Federal Audiovisual Activities.
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acility Requirements

Planning for Lutheran High Schools. Resources for Site and Facility Selection. H II.
ED 169 621

Steps Toward Campus Accessibility.
ED 169 681

acility Utilization Research

NCSU Food Service Survey Report.
ED 169 850

Planning for Lutheran High Schools. Resources for Site and Facility Selection. H II.
ED 169 621

actor Analysis

The Indeterminacy of Common Factors.
ED 170 330

Q-Type Factor Analysis of Healthy Aged Men.
ED 170 329

Relationships Between Success in an Education Program and Success in the Teaching Profession.
ED 170 291

actor Indeterminacy

The Indeterminacy of Common Factors.
ED 170 330

actor Structure

Personality Factors and Instructional Methods
ED 170 355

aculty Advisors

A Look at the Scholastic Press.
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aculty College Relationship

Bargaining for Academic Democracy.
ED 169 817

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ED 169 874

Unionism and Professionalism: Siblings?
ED 169 816

Unions and the Academic Enterprise.
ED 169 818

aculty Development

Center for Instructional Development, 1977-78. Third Annual Report.
ED 169 794

aculty Evaluation

The Evaluation of Faculty and Non-Academic Administrators.
ED 170 290

Improving the Effectiveness of University Teaching: An Application of Leadership Theory.
ED 169 815

aculty Organizations

Bargaining for Academic Democracy.
ED 169 817

Unionism and Professionalism: Siblings?
ED 169 816

Unions and the Academic Enterprise.
ED 169 818

ailure Factors

Validity of Student Ratings of Faculty. Indiana Studies in Higher Education, Number Forty.
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amily Characteristics

Combined Common Person and Common Item Equating of Medical Science Examinations.
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Measurement of Socio-Economic Status Some Longitudinal Data.
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amily Counseling

Strategies for Family Impact Analysis.
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amily Day Care

Status of Day Care in Canada 1978: A Review of the Major Findings of the National Day Care Study 1978.
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amily Environment

The Relation of SAT Scores to Birth Order and Number of Siblings.
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amily Health

Maternal Anxiety and Lead Levels in Children.
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amily Life

Onset of Parenting and Stressful Events.
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ED 170 058

Family Policy: Government and Families in Fourteen Countries.
ED 170 065//

Report of Baseline Data: Evaluation of the Child and Family Resource Program. Volume II.
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Design Report Draft Evaluation of the Child and Family Resource Program. Volume I.
ED 170 058

Report of Baseline Data: Evaluation of the Child and Family Resource Program. Volume II.
ED 170 059

amily Size

The Relation of SAT Scores to Birth Order and Number of Siblings.
ED 169 507

amily (Sociological Unit)

Attitudes Toward Old Age in Five Cultures.
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Family Policy: Government and Families in Fourteen Countries.
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amily Structure

Housing Characteristics and Quality of Multigenerational Households.
ED 169 464

Predictors of Couples' Actual and Projected Family Sizes.
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Strategies for Family Impact Analysis.
ED 169 445

antasy

Math Avoidance and Pursuit of Fantasy Careers.
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armers

A Profile of Union County, South Carolina .
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An Analysis of Government Training Contract Practices in Terms of Cost and Contingency Management Implications.
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An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume III: Policy Recommendations.
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An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume I: The Targeting of ESAA Grants and Grant Funds, and Volume II: The Focus of ESAA Projects.
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Part 21: The Administration's Proposals for Elementary and Secondary Education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 11282 (February 28 and March 6, 1978).
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Part 7: Special Projects Act and Miscellaneous Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 (July 13, 14, 19, 20, 1977).
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ED 169 608

Reauthorization of the Higher Education Act by the 96th Congress Selected Issues.
ED 169 869

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ED 170 086

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Aeronautics and Space Report of the President: 1977 Activities.
ED 170 129

Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance. Federal Register. Part VI.
ED 169 692

Research on Post-Secondary Education at NIE.
ED 169 835

Summary of Findings and Recommendations on Federal Audiovisual Activities.
ED 169 882

Thoughts on the Role of the National Institute of Education in Curriculum Development.
ED 170 262

ederal Indian Relationship

Understanding Indian Treaties as Law.
ED 170 085

ederal Legislation

ERA: Psychological, Social and Ethical Implications for Psychology.
ED 169 397

Establishment of Instructional Planning and Management Information Systems to Monitor the Education of Exceptional Children.
ED 169 719

Fiscal Year 1979 Maryland Amended Annual Program Plan Under Part B of the Education of the Handicapped Act as Amended by Public Law 94-142.
ED 169 740

Hearings on the Communications Act of 1978/H.R. 13015; Bell System Statements.
ED 169 574

Part 11: A Bill to Provide Educational Proficiency Standards. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 6088 (September 12 and 15, 1977).
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Part 20: Field Hearings on H.R. 15, A Bill to Extend the Elementary and Secondary Education Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 15 (February 10 and 11, 1978).
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ED 169 737

Reauthorization of the Higher Education Act by the 96th Congress Selected Issues.
ED 169 869

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ED 170 072

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ED 170 406

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume III: Policy Recommendations.
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An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume I: The Targeting of ESAA Grants and Grant Funds, and Volume II: The Focus of ESAA Projects.
ED 170 405

A Bibliography of Publications about the Educational Resources Information Center.
ED 169 955

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ED 170 434

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume II.
ED 170 435

Curriculum Development Policy Issues.
ED 170 249

Educational Polity and Curriculum Design.
ED 170 251

The Federal Interest in Financing Schooling. A Rand Educational Policy Study.
ED 169 677//

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ED 169 221

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ED 170 243

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ED 169 608

Position Paper on Federal Curriculum Development.
ED 170 257

Quality, the Endless Frontier. A Role for the Federal Government in Education.
ED 170 258

Reauthorization of the Higher Education Act by the 96th Congress Selected Issues.
ED 169 869

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ED 170 260

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ED 170 262

Youth Programs Models and Innovations.
ED 169 383

Federal Regulation

The Federal Government and the Protection of Research Subjects: Implication for Educational Research.
ED 170 368

Hearings on the Communications Act of 1978/H.R. 13015; Bell System Statements.
ED 169 574

Federal State Relationship

Curriculum Development: A State Perspective.
ED 170 247

Part 11: A Bill to Provide Educational Proficiency Standards. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 6088 (September 12 and 15, 1977).
ED 169 609

Part 20: Field Hearings on H.R. 15, A Bill to Extend the Elementary and Secondary Education Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 15 (February 10 and 11, 1978).
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Part 7: Special Projects Act and Miscellaneous Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 (July 13, 14, 19, 20, 1977).
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ED 169 450

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ED 170 371

The Relation of Children's Activity Preference to Sex-Typed Behavior.
ED 170 052

Females

An Action Research Proposal To Provide Educational Equity Opportunities For Women in Engineering.
ED 169 793

Attitudes of Professional Men and Women toward Women's Roles in Society.
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ED 170 184

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ED 170 125

Effects of Talker's Sex on Discrimination Scores of Normal Hearing Listeners Using CID W-22 Word Lists.
ED 170 341

Expectancy Differences Between Males and Females in the Performance of Preselected and Constrained Movements.
ED 170 270

Female Work Orientation and Marital Events. The Transition to Marriage and Motherhood.
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Focus on the Future: Future Options/Creative Understanding through Seeing. Leader's Manual.
ED 169 228

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ED 169 229

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ED 169 227

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ED 170 429

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ED 170 417

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ED 169 792

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ED 169 985

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Detective Fiction.
ED 169 540

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Field Experience Programs

The Development of an Elementary Teacher Education Center.
ED 169 471

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ED 170 284

Making Contacts and Negotiating Agreements for Organizational Communication Internships.
ED 169 585

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Fles Programs

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Vak'aandaii (Touch It).
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Training Foster Parents to Serve Dependent Children.
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Foster Homes

Training Foster Parents to Serve Dependent Children.
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California Community College Foster Parent Training Project: First Interim Report.
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The Role of Evaluation in a Mission Oriented Foundation.
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What Drives'' the Schools?
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Can Affirmative Action Plans Be Justified under the Compelling Interest Clause of the Fourteenth Amendment?
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Major Research Efforts of the Law School Admission Council. Law School Admission Research.
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Major Research Efforts of the Law School Admission Council. Law School Admission Research.
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The Problem of Grade Inflation.
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Reports of LSAC Sponsored Research: Volume III, 1975-1977. Law School Admission Research.
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Creative Prescriptions Unlimited, Grades 5-6. Evaluation Program Needs.
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D'Nealian Manuscript: A Continuous Stroke Print.
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D'Nealian Manuscript: A Continuous Stroke Print.
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Things Hawaiian.
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Health Education
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Health Occupations Thermometer. Kit No. 2. Instructor's Manual and Student Learning Activity Guide.
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Standards for Nursing Education.
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Summary of Instructor's Indices for Prevocational Activities. A Guide to Organizing, Planning and Implementing a Prevocational Curriculum.
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Universe of Goals. Pediatric Nurse Practitioner/Associate Programs.
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Maternal Anxiety and Lead Levels in Children.
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Health Services
Universe of Goals. Pediatric Nurse Practitioner/Associate Programs.
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Learning About the Achievement Hierarchy of the Classroom: Through Children's Eyes.
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The Forgotten Side of the Black Undergraduate: An Assessment of Academic Achievements and Spirations during the 1970's.
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NAACP Report on Quality Education for Black Americans: An Imperative.
ED 170 385//
Old Expectations, New Realities: The Academic Profession Revisited. AAHE-ERIC/Higher Education Research Report No. 2, 1979.
ED 169 874
Planning and Control in Higher Education.
ED 169 868
A Prime Assessment for Black Colleges: Role of Blacks in the Sciences and Related Fields.
ED 170 411//
Reauthorization of the Higher Education Act by the 96th Congress Selected Issues.
ED 169 869
The Regents 1978 Progress Report on their 1976 Statewide Plan for the Development of Postsecondary Education.
ED 169 833
Report on Fall 1978 Survey of Graduate Enrollment in the WICHE States. Report 79-1.
ED 169 831
Research and Development for Higher Education: An Overview. R & D for Higher Education 1978:8.
ED 169 827
Research on Post-Secondary Education at NIE.
ED 169 835
Reverse Discrimination: Recent Cases.
ED 169 639//
Science Education Development and Research: Abstracts of Current Projects.
ED 170 160
The Texas Formula System.
ED 169 811
Understanding Students' Understanding. Some Qualitative Aspects of the Process and Outcome of Teaching and Learning at University Level. No. 80.
ED 170 336
Women in Academe: Steps to Greater Equality. AAHE-ERIC/Higher Education Research Report No. 1, 1979.
ED 169 873

Higher Education General Information Survey
Associate Degrees and Other Formal Awards Below the Baccalaureate: Analysis of 6-Year Trends.
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Higher Education Price Index
Components of the Increase in College Operating Expenditures Since 1967: An Analysis of the Impact of Inflation, Increased Enrollment, and Increased Costs on the Total Operating Expenditures of Montgomery College.
ED 170 011

High School Curriculum
High School Psychology.
ED 170 223

Secondary Forensic Programs: Can They Survive Current Pressures? ED 169 581

High School Graduates
Composite Score Analysis: Ability Index, SES Index, Some Psychological and Educational Construct Scales. National Longitudinal Study of the High School Class of 1972. RTI Project No. 884. ED 170 302
National Longitudinal Study of the High School Class of 1972: Preliminary Analyses of Student Financial Aid. RTI-22U-884. ED 170 303
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 861
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 862

High School Students
Effect of Protagonist's Sex on Assessing Gender Differences in Moral Reasoning. ED 170 031
Freedom of Speech Rights of Public School Students. ED 169 655//
Guidelines for Out-of-School Credit in Foreign Travel. ED 169 754
The Imagination of Students Is Not Always Free Speech. ED 169 656//

Hiss (Alger)
The Alger Hiss Perjury Trials: A Dramatic Perspective on Legal Rhetoric. ED 169 600

Historiography
The Japanese American Story. ED 170 441//

History
Black Chronicle: An American History Textbook Supplement. ED 170 236
Transition: An Evaluation of the First Year of an Innovative Freshman Program at North Carolina State University. ED 169 864

History Instruction
The Cold War and Beyond: From Deterrence to Detente to What? Crises in World Order. ED 170 181
Un Libro de Pinturas de la Revolucion de Mexico (A Book of Drawings of Mexico's Revolution). ED 170 098

Holocaust
Teaching the Holocaust. ED 170 204
Home Economics Child Care Services. Kit No. 15. Instructor's Manual and Student Learning Activity Guide. ED 169 304
Home Economics Child Care Services. Kit No. 24. Instructor's Manual and Student Learning Activity Guide. ED 169 313
Home Economics Food Service Catering. Kit No. 54. Instructor's Manual and Student Learning Activity Guide. ED 169 343
Home Economics Food Services, Basic Cake Decorating. Kit No. 57. Instructor's Manual and Student Learning Activity Guide. ED 169 346
Home Economics Food Services. Kit No. 18. Instructor's Manual and Student Learning Activity Guide Measuring Liquids, Measuring Solids, Weighing. ED 169 307
Home Economics Housing and Home Furnishings. Kit No. 37. Instructor's Manual and Student Learning Activity Guide. ED 169 326
Summary of Instructor's Indices for Prevocational Activities. A Guide to Organizing, Planning and Implementing a Prevocational Curriculum. ED 169 289

Home Economics Skills
Coordinated Vocational Academic Education. Home and Community Services Instructor's Handbook. ED 169 28

Home Furnishings
Home Economics Housing and Home Furnishings. Kit No. 37. Instructor's Manual and Student Learning Activity Guide. ED 169 326

Homemaking Education
A Project to Demonstrate the Role of a Rehabilitation Team in Providing Comprehensive Services to the Older Legally Blind on an Itinerant Basis. Final Report. ED 169 240

Homework
Curricular Demands: Tests, Essays, and Major Written Projects. Indiana Studies in Higher Education, Number 39. ED 169 836

Homosexuality
An Annotated Bibliography of Gay and Lesbian Communication Studies. ED 169 604
The Courts and the Out-of-School Activities of Teachers. ED 169 658//
Grounding a Stereotype Theory: Reference Group Variable and the Homosexual Stereotype. ED 169 595
Homosexual Conflicts and Their Resolutions in Five Adolescent Novels: A Psychological Inquiry. ED 169 560
Homosexuality, the Law, and Public Schools. ED 169 647//
How Sexual Orientation and Physical Attractiveness Affect Impressions of Males. ED 169 438
Speech and Expression Outside the Classroom as Elements of a School Board's Determination of Teaching Fitness: A Case Study of a Gay Activist. ED 169 648//

Honors Curriculum
Biomedical Communication Skills for Minority Students. ED 170 094

Horticulture
Agriculture Horticulture. Kit No. 36. Instructor's Manual and Student Learning Activity Guide. ED 169 325

Hospitalized Children
Children With Serious Illness: Behavioral Correlates of Separation and Isolation. ED 169 408

Hospital Personnel
Hospital Workers. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 270

Housing Deficiencies
Housing Characteristics and Quality of Multigenerational Households. ED 169 464

Housing Discrimination
Economic Incentives, Institutions, and Racial Discrimination: The Case of Real Estate Brokers. Discussion Paper D78-4. ED 170 391//
Prejudice and Discrimination in the Urban Housing Market. Discussion Paper D77-9. ED 170 390//
Racial Discrimination and the Price of Ghetto Housing in City and Suburb: Some Recent Evidence. Discussion Paper D77-2. ED 170 289//
Racial Discrimination in the Boston Housing Market. Discussion Paper D76-6. ED 170 386
Racial Transition and Public Policy. Policy Note P78-1. ED 170 392//

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Prejudice and Discrimination in the Urban Housing Market. Discussion Paper D77-9. ED 170 390//
Racial Discrimination and the Price of Ghetto Housing in City and Suburb: Some Recent Evidence. Discussion Paper D77-2. ED 170 389//
Racial Discrimination in the Boston Housing Market. Discussion Paper D76-6. ED 170 386

Housing Patterns
Prejudice and Discrimination in the Urban Housing Market. Discussion Paper D77-9. ED 170 390//
Racial Transition and Public Policy. Policy Note P78-1. ED 170 392//

Humanistic Education
Confluent/Humanistic/Affective Education: A Set of Bibliographies. ED 170 219
MOPPET...How to Do It. ED 169 551
MOPPET: Theory and Practice. ED 169 552
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A K-3 Humanities Program. ED 169 553
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): An Eighth Grade Humanities Program. ED 169 556
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A Ninth Grade Humanities Program. ED 169 557
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A Seventh Grade Humanities Program. ED 169 555
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A 4-6 Grade Humanities Program. ED 169 554

Humanities
Film and the Humanities. ED 169 921
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Arts and Humanities: Perspectives. A First Report (1979) of Project H.E.L.P. (Humanities Education Liaison Program). ED 170 208
MOPPET...How to Do It. ED 169 551
MOPPET: Theory and Practice. ED 169 552
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A K-3 Humanities Program. ED 169 553
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): An Eighth Grade Humanities Program. ED 169 556
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A Ninth Grade Humanities Program. ED 169 557
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A Seventh Grade Humanities Program. ED 169 555
Project MOPPET (Media-Oriented Program Promoting Exploration in Teaching): A 4-6 Grade Humanities Program. ED 169 554

Human Resources
Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report V: The Value Attribution Process. Technical Report. ED 170 311

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Assessment of Needs and Coping Mechanisms of Elderly Mexican Americans. ED 170 104
External Degrees, A Non-Traditional Approach for Credentialing Adult Human Service Workers. ED 169 972
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Predicting Adolescent Antisocial Behavior Among Hyperactive Boys. ED 169 723
The Role of Hyperactive and Aggressive Symptomatology in Predicting Adolescent Outcome Among Hyperactive Children. ED 169 728

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Teaching Composition: Guidelines for Teachers of the Required Composition Course in Idaho High Schools. ED 169 558

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Broome Functional Behavior Checklist. Technical Report 79-03. ED 169 727
The Identification of Bilingual Handicapped Students. ED 169 709
The Pupil Appraisal Center. ED 170 242
Special Education Competencies for Teachers Project. Final Report, Year II: A Validation Study in Identification and Measurement. ED 169 708
Your Child Has a Learning Disability...What Is It? A Guide for Parents and Teachers. Revised 1978. ED 169 694

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Classificational Methods for the Psychometric Evaluation of Screening Procedures. ED 170 045

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Contrastive Analysis and the Translation of Idioms: Some Remarks on Contrasting Idioms. ED 169 791

Ignition Systems
T & I Small Engine Repair, the Ignition System. Kit No. 7. Instructor's Manual and Student Learning Activity Guide. ED 169 296

Illinois
Illinois Public Community Colleges Statewide Occupational Student Follow-Up Study: Final Report of a Three Year Longitudinal Study of Fall 1974 New Students Enrolled in Occupational Programs. ED 169 958

Imitation
The Consequences of Failing to Imitate. ED 170 033

Immigrants
From Madeira to the Sandwich Islands: The Story of a Portuguese Family in Hawaii. ED 170 444

Improvement Programs
The EXCEL Program for Excellence in Education: An Assessment. ED 170 404
Learning Improvement Group (LIG): An Approach to Basic Skills Improvement in the Departmentalized School. ED 170 442

Incomplete Block Designs
Missing Cells and a Curious Case of Degrees of Freedom. ED 170 354

Independent Study
Development of a Self Instructional Course for Library Orientation at Mankato State University. ED 169 894
Independent Curriculum Enrichment Studies: Learning Packages for the Gifted. Table of Contents; Teachers' Sheets. ED 169 743

Indexes (Locaters)
The NDN in E.R.I.C.: A Piece of the Action. ED 169 954

India
India A Look Across Cultures. ED 170 239

Indiana University Bloomington
Curricular Demands: Tests, Essays, and Major Written Projects. Indiana Studies in Higher Education, Number 39. ED 169 836

Individual Characteristics
Efficacy of Cognitive and Noncognitive Measures in Predicting Clinical Performance of Residents. ED 170 356
Evaluation, Potency and Activity (EPA): Dimensions of Implicit Personality Theory? ED 169 418
Fear of Thinness: An Alternative Approach to the Treatment of Obesity. ED 169 436
Figural Aftereffects in Adulthood. ED 169 439
No Comparison. Children's Individuality: A Fact to Celebrate. Student Guide Footsteps. Report Number 2. ED 169 928
Personality Factors and Instructional Methods ED 170 355
Predictors of Couples' Actual and Projected Family Sizes. ED 169 434
The Relationship between Classroom Seating Preference and Student Personality Characteristics. ED 169 587
Self-Esteem and Sex Differences in Attributional Style: Effect Upon Performance. ED 169 403
When Individual Dispositions and Social Pressure Conflict: A Catastrophe. ED 169 435
World of Work Personality Development. Kit No. 32. Instructor's Manual. ED 169 321

Individual Development
Choices, Regrets, and Lousy Models (with Reference to Prosocial Development). ED 170 019
Me, Myself, and I. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 273

Individual Instruction
Teachers Prepare for Regular Class Placement of Handicapped Students. Briefly on...Regular Class Placement. No. 2. ED 170 292

Individualized Programs
Assessment of Needs and Implementation of Client-based Programmes. and On-Going Assessment of Work Undertaken by Trainees. The Granville Project. ED 169 704
Desirability and Implementation of IGE/Secondary Schooling in Selected Innovative High Schools. Tehnical Report No. 493. ED 169 624
For Parents Only...Practical Advice to Parents on Special Education. ED 169 711
The Individualized Education Program: A Team Approach. ED 169 712
The Role of Evaluation in a Mission Oriented Foundation. ED 170 352

Individually Guided Education
Desirability and Implementation of IGE/Secondary Schooling in Selected Innovative High Schools. Tehnical Report No. 493. ED 169 624

Individual Tests
Instruments for Individual Assessment of Achievement. BTES. Beginning Teacher Evaluation Study. Technical Note Series. Technical Note III-3. Continuation of Phase IIIA. ED 170 304

Indonesia
Indonesia Innovation in the Management of Primary School Construction: A Case Study. Education Building Report 8. ED 170 017

Inductive Methods
Inductive Teaching as a Strategy for Instruction in Spelling. ED 169 547

Industrial Education
The Feasibility of the Utah Model for Industrial Arts for Serving a Career Exploration Purpose in Middle and Junior High Schools. Final Report. ED 169 226
A Profile of Kershaw County, South Carolina. ED 170 077
A Profile of Union County, South Carolina. ED 170 075

Industrial Relations
Pennsylvania Public Employe Labor Relations. ED 169 662

Industrial Sewing
T & I Industrial Sewing. Making Decorative Pillows by Hand. Kit No. 47. Instructor's Manual and Student Learning Activity Guide. ED 169 336

Industry
Manufacturing Industries with High Concentrations of Scientists and Engineers Lead in 1965-77 Employment Growth. Science Resources Studies Highlights, April 20, 1979. ED 170 173

Infant Behavior
The Consequences of Failing to Imitate. ED 170 033

Infants
Effect of Pediatric Well Child Care on the Mother-Infant Relationship and Infant Cognitive Development. ED 170 026

Inference
Inferencing as an Aspect of Cloze Test Performance. Working Papers on Bilingualism, No. 17. ED 169 774

Inflation (Economics)
Components of the Increase in College Operating Expenditures Since 1967: An Analysis of the Impact of Inflation, Increased Enrollment, and Increased Costs on the Total Operating Expenditures of Montgomery College. ED 170 011

Informal Assessment
An Evaluation of TCITY: The Twin City Institute for Talented Youth. Report #1 in Evaluation Report Series. ED 170 342
Informal and Formal Means of Assessing Kindergarten Children's Communicative Competence. ED 169 562
Perceptions of Developmental Skills (PODS): A Multi-Source Rating Profile of Functional Capabilities for the Preschool Child. Research Edition. A Descriptive Manual. ED 170 344

Information Analysis Products
Changing Administrative Relations Under Collective Bargaining. Junior College Resource Review. ED 170 015
Social Studies Teacher Education: Practices, Problems, and Recommendations. ED 170 187

Information Centers
A Bibliography of Publications about the Educational Resources Information Center. ED 169 955

Information Dissemination
A Bibliography of Publications about the Educational Resources Information Center. ED 169 955
Canadiana: Canada's National Bibliography: Description and Guide. ED 169 891
Data Systems of the National Center for Health Statistics. ED 169 893
Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium. ED 169 223
Federal Government Printing and Publishing: Policy Issues. Report of the Ad Hoc Advisory Committee on Revision of Title 44. ED 169 956
Knowledge Production and Utilization. ED 169 666
Problems in International Communication: China and the Soviet Union. ED 169 530
Resources in Education (RIE). Volume 14, Number 9. ED 169 206
Title I Communication Starter Kit. ED 170 438
Year End Activities Evaluation for the National Committee, Arts for the Handicapped 1977-78. ED 169 734

Information Needs
Information in Social Gerontology. ED 169 951

Information Networks
Canadiana: Canada's National Bibliography: Description and Guide. ED 169 891

Information Processing
Evaluation Research and Psychology: Toward Synthesis. ED 169 414
Leadership Style and Communication Process: An Experiment Using the Psychological Isotope Techniques. ED 169 421
MOVANAID: An Interactive Aid for Analysis of Movement Capabilities. ED 169 949

Information Retrieval
LEXIS: Applications for Research in Communication & Law. ED 169 603
Writing the Doctoral Dissertation. A Systematic Approach. ED 169 838//

Information Seeking
The Effects of Sex-Typed Labeling on Preschool Children's Information-Seeking and Retention. ED 170 046
Language Arts & Science Sample Career Education Activities, Grades 7-12. Instructional Materials. ED 169 236

Information Services
A Comparison of Career Education Information and Technical Assistance Systems. A Report Prepared for the National Advisory Council for Career Education. ED 169 275
Data Systems of the National Center for Health Statistics. ED 169 893
A Guide to the Client Assessment Package. ED 169 883
Information Services on Research in Progress: A Worldwide Inventory. Final Report. ED 169 896
Study of Federal Library/Information Service Staffing as Affected by Classification and Qualification Standards. ED 169 905

Information Sources
American Indian Literature. A Selected Bibliography for Iowa Schools. ED 170 100
Environmental Information Resources for a Course. ED 169 895
Information in Social Gerontology. ED 169 951
Reference Resources for Research and Continuing Education in Nursing. ED 169 798

Information Storage
The Determination of the Need to Revise the AGDEX Filing System and Its Market Potential. ED 169 278

Information Systems
A Comparison of Career Education Information and Technical Assistance Systems. A Report Prepared for the National Advisory Council for Career Education. ED 169 275
The Determination of the Need to Revise the AGDEX Filing System and Its Market Potential. ED 169 278
The Teacher and the Reading Skills Report for Migrant Students. ED 170 078

Information Theory
Interpersonal Communication: Innovations in Instruction. ED 169 568
Oral Interpretation as Performing Performance. ED 169 571

Information Utilization
Knowledge Production and Utilization. ED 169 666
Knowledge-Production-and Utilization: A General Model. Third Approximation. Iowa Agricultural and Home Economics Experiment Station Project No. 2218. Sociology Report No. 138. ED 169 665
Studies of School Evaluation Practice. ED 170 345
Survey of Off-Campus Students at North Carolina State University. ED 169 840
Using Naturalistic Research for the Study of Evaluation Utilization. ED 170 378
The Validity of District-Wide Test Means. ED 170 379

Inhalation Therapists
Health Occupations Respiration Therapy Technician. Kit No. 66. Instructor's Manual and Student Learning Activity Guide. ED 169 355

Innovation
Boards of Nursing Open Curriculums. Papers presented at the ANA Conference for Members and Professional Employees of State Boards of Nursing and Members of the ANA Advisory Council (San Francisco, California, June 7, 1974). ED 169 800

Input Output
The Teacher and the Reading Skills Report for Migrant Students. ED 170 078

Inquiry Training
Children's Thinking in the Classroom. ED 170 022

Inservice Education
Counselor Renewal System (CRS). ED 169 457

Inservice Programs
Assisting School Districts in Upgrading or Establishing Evaluation Capabilities. ED 170 360
Designing Inservice Programs: Assessing Needs and Determining Goals. ED 170 269//
Developing and Implementing an Administrative Training Program: Hiring School Personnel. ED 169 613
Guidelines for Approved In-Service Credit. ED 170 287
Improving Instructional Skills of Health Science Educators. ED 170 277
Inservice Education: The State of the Scene. ED 170 295
Teacher Designed Inservice Education: Discussion Guide. ED 170 265

Inservice Teacher Education
Career Education Infusion with Language Arts/Science Project. Final Report. ED 169 231
Changes in Attitudes Toward Environmental Education and Selected Teaching Behaviors of Teachers Participating in Environmental Education Workshops. ED 170 170
Comprehensive System of Personnel Development. ED 169 741
Designing Inservice Programs: Assessing Needs and Determining Goals. ED 170 269//
Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students. Interim Report, July 1, 1978 to December 31, 1978. ED 169 693
Guidelines for Approved In-Service Credit. ED 170 287
The Individualized Education Program: A Team Approach. ED 169 712
Inservice Education: The State of the Scene. ED 170 295
MOPPET...How to Do It. ED 169 551
Project LINC: Learning in Integrated Classrooms. Final Program Performance Report and Third Annual Interim Report. July 1, 1975 - June 30, 1978. ED 169 686
Some Uncomfortable Assertions about Collaboration. ED 170 274
Teacher Designed Inservice Education: Discussion Guide. ED 170 265
Teachers Prepare for Regular Class Placement of Handicapped Students. Briefly on...Regular Class Placement. No. 2. ED 170 292
Training Teaching Assistants to Teach the Basic-Communication Course. ED 169 592

Institutes (Training Programs)
Training Guide: Sex Equity in Leadership Development Project, 1977-1978. ED 170 427

Institutional Administration
Planning and Control in Higher Education. ED 169 868
The Texas Formula System. ED 169 811

Institutional Characteristics
Central College Perspectives. ED 169 989
Directory of Graduate Programs in the Communication Arts and Sciences, 1979-80. ED 169 591//
Mental Health Consultant Reports of the Field Trials of Instruments for Surveying Problems in Schools. ED 170 309
Middle School/Junior High School Evaluative Criteria. A Guide for School Improvement. Revised Edition. ED 170 334//
Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics. ED 169 834

Institutional Research
Academic Library Development Program: Report of the Self-Study. ED 169 889
Educational Outcomes at Harcum Junior College. ED 169 965
A Profile of Entering Freshmen, North Carolina State University, Fall, 1976. ED 169 858

Institutional Role
A Brief History of Federal Involvement in Curriculum Development. ED 170 267
National Curriculum Projects and Development in Education. ED 170 268
TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 1. ED 170 297
TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 2. ED 170 298

Instruction
Appraisal, Children's Science Books, Vol. 12, No. 1, Winter, 1979. ED 170 137//
Aptitude-treatment Interaction in Mathematics Instruction Using Calculators. ED 170 113
Because of Programmable Calculators, Why Avoid These Problems Any Longer? ED 170 114
Investigations in Science Education, Vol. 5, No. 4, 1979. Expanded Abstracts and Critical Analyses of Recent Research. ED 170 176
Investigations with Calculators: Abstracts and Critical Analyses of Research. ED 170 134
MEAP Support Materials for Mathematics. ED 170 149
Metrication for the Manager. ED 170 128
The New Calculation in Education: A Research Agenda. ED 170 169
Organizational Manual for a Public School-Based Teacher Internship Model in Supplementary Education. ED 169 722
A Programmable Calculator Activity, x 1/x ≠ 1. ED 170 117
Programmable Calculators Facilitate Simple Solutions to Mathematical Problems. ED 170 115
Resources for Teaching Mathematics in Bilingual Classrooms. ED 170 119
Teacher Resource Guide for Metric Education. ED 170 150
The Use of the Performance-Oriented Instructional Worksheet in Meeting Instructional Needs Within the Environmental Protection Agency. ED 170 120
Using Programmable Calculators to Evaluate Complicated Formulas. ED 170 116

Instructional Aids
The Collection, Creation and Analysis of Oral English as an Additional Language Games (K-Adults). ED 169 750
Computer Manual. ED 169 912

Instructional Design
Comments, Concerns and Convictions About Curriculum. ED 170 246
Costs and Effectiveness of Technological Applications in Education: A Literature Review. ED 169 922

Curriculum Research A Policy Proposal.
ED 170 250

Ten Ways to Improve NIE Development Efforts.
ED 170 261

Instructional Films

Guidelines for Evaluating Instructional Media. (Film and TV).
ED 169 948

Instructional Improvement

The EXCEL Program for Excellence in Education: An Assessment.
ED 170 404

Improving Instructional Skills of Health Science Educators.
ED 170 277

The Instructional Quality Inventory: IV. Job Performance Aid. Special Report 79-5.
ED 169 287

Learning Improvement Group (LIG): An Approach to Basic Skills Improvement in the Departmentalized School.
ED 170 442

School Library Resources, Textbooks, and Other Instructional Materials. Title II, ESEA. Strengthening Instruction in Science, Mathematics, Foreign Languages, and the Humanities and Arts; Title III, NDEA. Fifth Annual Report.
ED 169 897

School Library Resources, Textbooks, and Other Instructional Materials: Title II, ESEA. Strengthening Instruction in the Academic Subjects: Title III, NDEA. Annual Report, 1974.
ED 169 901

School Library Resources, Textbooks, and Other Instructional Materials. Title II, ESEA: Strengthening Instruction in the Academic Subjects: Title III, NDEA. Annual Report, 1975.
ED 169 902

Search for Effective Schools: The Identification and Analysis of City Schools Schools That Are Instructionally Effective for Poor Children.
ED 170 396

The Use of the Performance-Oriented Instructional Worksheet in Meeting Instructional Needs Within the Environmental Protection Agency.
ED 170 120

Instructional Innovation

Agreeing to Learn.
ED 169 448

Instructional Materials

Agriculture Soil Conservation. Kit No. 74. Instructor's Manual and Student Learning Activity Guide.
ED 169 363

Airline Workers. Grade 3. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
ED 169 263

Art Education: A Guide to Information Sources.
ED 170 064//

Avilaitqatigiik (The Two Friends).
ED 169 761

Baking Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
ED 169 257

Best Foot Forward. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (First Edition).
ED 169 265

The Collection, Creation and Analysis of Oral English as an Additional Language Games (K-Adults).
ED 169 750

Community Helpers. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
ED 169 251

Creative Prescriptions Unlimited, Grades 1-2. Evaluation Program Needs.
ED 169 713

Creative Prescriptions Unlimited, Grades 3-4. Evaluation Program Needs.
ED 169 714

Creative Prescriptions Unlimited, Grades 5-6. Evaluation Program Needs.
ED 169 715

Creative Prescriptions Unlimited, Grades 7-8. Evaluation Program Needs.
ED 169 716

Criteria for Selecting Instructional Materials for Nutrition Education.
ED 169 913

CS 237 Fortran for Business. Course Guide.
ED 169 947

Dairy Industry. Grade 3. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
ED 169 260

Designing Instructional Text.
ED 169 915//

Development of a Self Instructional Course for Library Orientation at Mankato State University.
ED 169 894

Distributive Education Advertising. Kit No. 73. Instructor's Manual and Student Learning Activity Guide.
ED 169 362

Distributive Education Display. Kit No. 89. Instructor's Manual and Student Learning Activity Guide.
ED 169 378

Distributive Education Fashion Merchandising Wardrobe Coordination. Kit No. 76. Instructor's Manual and Student Learning Activity Guide.
ED 169 365

Distributive Education Fashion Show. Kit No. 88. Instructor's Manual and Student Learning Activity Guide.
ED 169 377

Distributive Education Marketing Functions. Kit No. 85. Instructor's Manual and Student Learning Activity Guide.
ED 169 374

Effective Astronomy Teaching and Student Reasoning Ability: A Workshop.
ED 170 168//

The Effectiveness of the Washington Occupation Information Service (WOIS) as a Career Guidance Instrument for Youth Employment Training Program (YETP) Clients: An Evaluation of Training and Implementation in 21 Washington State Comprehensive Employment Training Act (CETA) Sites.
ED 169 220

Environmental Studies: A High School Course for Each Citizen, of Each Town, in South Carolina, U.S.A.
ED 170 139

Equality in Science: Formula for Changing Sex Bias. Project on Sex Stereotyping in Education.
ED 170 126

Equals: An Annotated Bibliography to Assist Elementary and Secondary School Teachers in Sex-Fair Counseling and Instruction.
ED 169 409

A Few of Our Favorite Things. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
ED 169 253

Firefighters. Grade Two. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
ED 169 258

The Food Store. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
ED 169 255

Forestry Workers. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
ED 169 264

Friendship. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
ED 169 252

Gineerinlyaa (Poems).
ED 169 769

Going Abroad, Anyone? Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
ED 169 272

Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook).
ED 169 770

Handbook for Instruction on Aging in California Public Schools. Kindergarten Through Grade Twelve.
ED 169 442

Health Occupations Dental Assistant. Kit No. 62. Instructor's Manual and Student Learning Activity Guide.
ED 169 351

Health Occupations Respiration Therapy Technician. Kit No. 66. Instructor's Manual and Student Learning Activity Guide.
ED 169 355

Hospital Workers. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
ED 169 270

How to Hold a Model Legislature: A Simulation of the Georgia General Assembly, Teacher's Manual And The Model Legislature, Student's Kit.
ED 170 186

Inside Me. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition).
ED 169 249

Inter-Cultural Communication: Teaching Strategies, Resources and Materials for Teaching ESL or How to Change ``Sabah Al-Khair'' into Good Morning.
ED 169 594

Manufacturing. Grade 5. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
ED 169 269

Me. Kindergarten. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
ED 169 248

Me, Myself, and I. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition).
ED 169 273

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Language Standardization
Legal Language: What Is It and What Can We Do About It?
ED 169 758

Language Styles
Getting Your Speech Act Together: The Pragmatic Ability of Second Language Learners. Working Papers on Bilingualism, No. 17.
ED 169 778

Language Tests
Inferencing as an Aspect of Cloze Test Performance. Working Papers on Bilingualism, No. 17.
ED 169 774
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ED 169 790

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Modeling Universal Relationships in Passive Sentences.
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An Annotated Bibliography of Gay and Lesbian Communication Studies.
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ED 169 544
Legal Language: What Is It and What Can We Do About It?
ED 169 758
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Learning Experience

Agreeing to Learn. ED 169 448

Learning Laboratories

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Reflections on Curriculum Policy. ED 170 259
Steps Toward Campus Accessibility. ED 169 681
Ten Ways to Improve NIE Development Efforts. ED 170 261
Using Achievement Tests to Fund a State-Wide Compensatory Education Program. ED 170 317
Volunteer Ascertainment Panels. ED 169 878
Women in Rural America. ED 170 079

Negotiation Agreements
Collective Bargaining: An Administrative Perspective. ED 169 593

Neighborhood Integration
Racial Transition and Public Policy. Policy Note P78-1. ED 170 392//

Neurologically Handicapped
Infant Neurological Abnormalities as Predictors of IQ and School Performance. ED 169 732

New Jersey
Financing the Education of the Black Child: A Survey of 30 Predominantly Minority School Districts. ED 170 415
Outlook for Displaced Homemakers in the Labor Force. ED 169 432
State Compensatory Education Fund Allocations to Urban School Districts, 1976-1977 and 1978-1979. ED 170 416

New Mexico (Albuquerque)
Albuquerque's Environmental Story. ED 170 118

News Media
A Look at Journalism Reviews. ED 169 528

Newspapers
The Effect of the Use of Selected Newspaper Articles in the Teaching of Certain Critical Reading/Thinking Skills. ED 169 479
Korean and Japanese Press: A Study in Crisis. ED 169 531
A Look at the Scholastic Press. ED 169 566
A New Look at Journalism Internships and Related Newspaper Training. ED 169 538

News Reporting
Problems in International Communication: China and the Soviet Union. ED 169 530

New York
Adult Learning Services: A Status Report on Programs of the New York State Education Department. ED 169 216
College and University Admissions and Enrollment, New York State, Fall 1977. ED 169 805
A Compilation of Master Theses and Doctoral Dissertations Specific and/or Related to, and Having as Their Main or Partial Content, the Biological, Social, Political and Economic Aspects of the Forest Preserve and Adirondack Region of New York State. ED 169 892
The Regents 1978 Progress Report on their 1976 Statewide Plan for the Development of Postsecondary Education. ED 169 833

New York (New York)
Racial Discrimination and the Price of Ghetto Housing in City and Suburb: Some Recent Evidence. Discussion Paper D77-2. ED 170 389//

Noncredit Courses
Ways and Means of Strengthening Information and Counselling Services for Adult Learners. Report of the International Symposium, May 22-27, 1977. ED 169 427

Nondiscriminatory Education
Activity Guide: Sex Equity in Leadership Development Project, 1977-1978. ED 170 428
Training Guide: Sex Equity in Leadership Development Project, 1977-1978. ED 170 427

Non English Speaking
State Education Agencies and Language-Minority Students. ED 169 749

Nonformal Education
NFE-TV: Television for Nonformal Education. ED 169 950

Nonprofit Organizations
The Ford Foundation at Work. Philanthropic Choices, Methods, and Styles. ED 169 837//
The Role of Evaluation in a Mission Oriented Foundation. ED 170 352

Nonpublic School Aid
Planning for Lutheran High Schools. Resources for Financial Planning. Part One How Lutheran High Schools Are Funded. Part Two Budgeting and Funding the Exploration, Survey, Planning, and Implementation Phases. Part Three Strategies for Funding the First Year. HO 9. ED 169 619

Nonstandard Dialects
Standard English Versus Dialects: Another View. ED 169 545

Nontraditional Students
The Efficacy of Voluntary vs. Compulsory Tutorial Program ED 169 803
Meeting Academic Success Needs of Re-Entry Adults. Final Report. ED 169 967

Nonverbal Communication
A Child's Space: Personal Space Preferences of Preschool Children as a Function of Material and Tactile Stimuli. ED 169 583
The Eye of the Beholder: Methodological Considerations When Observers Assess Nonverbal Communication. ED 170 374
Looking, Smiling, Laughing, and Moving in Restaurants: Sex and Age Differences. ED 169 431
Perceptions of Same-Sex and Cross-Sex Touching: It's Better to Give Than to Receive. ED 169 417
The Use of Pupil Perceptions of Teacher Behavior to Develop a Classroom Observational System. ED 170 310

Non Western Civilization
India A Look Across Cultures. ED 170 239

Normalization (Handicapped)
The Granville Project. ED 169 696
Individual Analysis and Prescription Profiles for Deinstitutionalization. Final Report. ED 169 685
Program Development for the Acquisition of Work and Social Skills. The Granville Project. ED 169 698
Social Development Training Project. Stage I and Stage II. The Granville Project. ED 169 697

Norm Referenced Tests
An Analysis of the Evaluation Data When ESEA, Title I Evaluation Models A1 and A2 are Empirically Field Tested Simultaneously. ED 170 358
Measuring Writing Skills. ED 170 014
A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects. ED 170 332
Selecting a Norm-Referenced Test. ESEA Title I Evaluation and Reporting System. Technical Paper No. 4. ED 170 337

Norms
A Comparison of Three Equating Procedures on the Certifying Examination for Primary Care Physician's Assistants. ED 170 364
Manual for the USES Basic Occupational Literacy Test. Section 2: Development. ED 170 343
A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects. ED 170 332

North Carolina
Access to Equal Educational Opportunity in North Carolina. A Condensed Version of the Report of the Governor's Study Commission on Public School Finance of North Carolina. ED 170 440
Access to Equal Educational Opportunity in North Carolina. The Report of the Governor's Commission on Public School Finance. ED 170 439
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 862
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 861

North Carolina State University
Academic Dishonesty at North Carolina State University: A Student-Faculty Response. ED 169 846
Bias in the Prediction of Achievement and in Admission of Black Students to North Carolina State University. ED 169 842
Black Freshmen at North Carolina State University. ED 169 841
Campaign 76: A Report of Political Attitudes and Preferences of North Carolina State University Students. ED 169 848
Coed and Single Sex Living Environments: A Study of Changes in Attitudes, Activities, and Interaction for Students at NCSU. ED 169 845
Commuting Versus Resident Freshmen at NCSU. ED 169 851
A Descriptive Study of Students Seeking Services at the N. C. State University Counseling Center. ED 169 844
The Difference Between Potential and Achieved Academic Performance of Freshmen Residents at North Carolina State University. ED 169 843
NCSU Food Service Survey Report. ED 169 850
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 862
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 861
Problems of Undergraduate Students on a Large University Campus: Comparisons on the Basis of Sex, Grades, Year in School, and Help Seeking. ED 169 847
A Profile of Entering Freshmen, North Carolina State University, Fall, 1975. ED 169 857
A Profile of Entering Freshmen, North Carolina State University, Fall, 1976. ED 169 858
A Profile of Entering Freshmen, North Carolina State University, Fall, 1977. ED 169 859
A Profile of Entering Freshmen, North Carolina State University, Fall, 1978. ED 169 860
Student Retention and Graduation at North Carolina State University. ED 169 863
Students and Drugs at NCSU: 1977-1978 Report. ED 169 856
Survey of Off-Campus Students at North Carolina State University. ED 169 840
Survey of Residence Hall Life at NCSU. ED 169 865
Survey of Spring 1975 Degree Recipients at NCSU. ED 169 852
Survey of Spring 1976 Degree Recipients at North Carolina State University. ED 169 853
Survey of Spring 1977 Degree Recipients at North Carolina State University. ED 169 854
Survey of Spring 1978 Degree Recipients at North Carolina State University. ED 169 855
Transition: An Evaluation of the First Year of an Innovative Freshman Program at North Carolina State University. ED 169 864
University Student Center Survey 1976-77, Spring, 1977. ED 169 849

Novelty (Stimulus Dimension)
The Effects of Sex-Typed Labeling on Preschool Children's Information-Seeking and Retention. ED 170 046

Nurse Practitioners
Universe of Goals. Pediatric Nurse Practitioner/Associate Programs. ED 169 799

Nurses
Facts and Myths about Nursing Legislation. ED 169 991

Nurses Aides
Health Occupations Nursing Assistant, Wheelchair. Kit No. 58. Instructor's Manual and Student Learning Activity Guide. ED 169 347

Nursing
Accreditation of Continuing Education in Nursing. ED 169 797
Boards of Nursing Open Curriculums. Papers presented at the ANA Conference for Members and Professional Employees of State Boards of Nursing and Members of the ANA Advisory Council (San Francisco, California, June 7, 1974). ED 169 800
Continuing Education in Nursing. An Overview. ED 169 795
Licensure and Credentialing. Proceedings ANA Conference for Members and Professional Employees of State Boards of Nursing and ANA Advisory Council (Detroit, Michigan, April 27-28, 1972). ED 169 802
Reference Resources for Research and Continuing Education in Nursing. ED 169 798
Standards for Nursing Education. ED 169 796
State Boards of Nursing and Education for Nursing Conference (October 8-10, 1974). ED 169 801
Universe of Goals. Pediatric Nurse Practitioner/Associate Programs. ED 169 799

Nutrition
Nutrient Requirements of Domestic Animals, Number 10: Nutrient Requirements of Laboratory Animals. Third Revised Edition, 1978. ED 170 146

Nutrition Instruction
Criteria for Selecting Instructional Materials for Nutrition Education. ED 169 913
What's Cookin'? Nutrition: It's Habit-Forming. Student Guide Footsteps. Report Number 9. ED 169 935

Obesity
Fear of Thinness: An Alternative Approach to the Treatment of Obesity. ED 169 436

Objectives
Survey of Participants in the 1975 Adventure Education Colloquium. Taft Campus Occasional Paper No. 26. ED 170 089

Observation
Mirrors for Behavior III. An Anthology of Observation Instruments. ED 170 320

Occupational Choice
Didactic Group Training in Career Development for Psychology Undergraduates. ED 169 416
Goals of Psychology Undergraduates: Majors and Non-Majors. ED 169 405
A Study of Open Entry-Open Exit Programs in Vocational Education. Institutional Research Report No. 78/79-6. ED 169 998

Occupational Clusters
An Investigation into the Prestige Structure of Agricultural Occupations. ED 170 074
World of Work Personality Development. Kit No. 32. Instructor's Manual. ED 169 321

Occupational Guidance
The Conceptualization, Development and Implementation of a Comprehensive Guidance Model. Georgia Comprehensive K-14 Career Guidance Project. Final Report, July 1, 1975 through June 30, 1977. ED 169 239
The Effectiveness of the Washington Occupation Information Service (WOIS) as a Career Guidance Instrument for Youth Employment Training Program (YETP) Clients: An Evaluation of Training and Implementation in 21 Washington State Comprehensive Employment Training Act (CETA) Sites. ED 169 220
Focus on the Future: Future Options/Creative Understanding through Seeing. Leader's Manual. ED 169 228
Focus on the Future. Future Options/Creative Understanding through Seeing. Picture Stimulus Sets. ED 169 229
Focus on the Future: Future Options/Creative Understanding through Seeing. Technical Manual. ED 169 227

Occupational Home Economics
Coordinated Vocational Academic Education. Home and Community Services Instructor's Handbook. ED 169 288

Occupational Information
Agriculture Agricultural Mechanics, Electric Motors. Kit No. 56. Instructor's Manual and Student Learning Activity Guide. ED 169 345
Agriculture Agricultural Production I, Seed Bed. Kit No. 6. Instructor's Manual and Student Learning Activity Guide. ED 169 295
Agriculture Agricultural Sales and Service. Kit No. 21. Instructor's Manual and Student Learning Activity Guide. ED 169 310
Agriculture Agriculture Science Seed Germination. Kit No. 51. Instructor's Manual and Student Learning Activity Guide. ED 169 340
Agriculture Forestry. Kit No. 31. Instructor's Manual and Student Learning Activity Guide. ED 169 320
Agriculture Forestry Seedlings. Kit No. 53. Instructor's Manual and Student Learning Activity Guide. ED 169 342
Agriculture Horticulture. Kit No. 36. Instructor's Manual and Student Learning Activity Guide. ED 169 325
Agriculture Livestock Management. Kit No. 61. Instructor's Manual and Student Learning Activity Guide. ED 169 350
Agriculture Ornamental Horticulture. Building Model Greenhouse and Growing Plants. Kit No. 41. Instructor's Manual and Student Learning Activity Guide. ED 169 330
Agriculture Soil Conservation. Kit No. 74. Instructor's Manual and Student Learning Activity Guide. ED 169 363
Cabinetmaking. Kit No. 13. Instructor's Manual and Student Learning Activity Guide. ED 169 302
Cosmetology. Kit No. 3. Instructor's Manual and Student Learning Activity Guide. ED 169 292
Data Processing Flowcharting. Kit No. 91. Instructor's Manual and Student Learning Activity Guide. ED 169 380
DE Basic Merchandising Mathematics. Kit No. 29. Instructor's Manual and Student Learning Activity Guide. ED 169 318
D.E. Fashion Merchandising. Fiber and Fabric Identification. Kit No. 46. Instructor's Manual and Student Learning Activity Guide. ED 169 335
D.E. Fashion Merchandising. Kit No. 43. Instructor's Manual and Student Learning Activity Guide. ED 169 332
Distributive Education Advertising. Kit No. 73. Instructor's Manual and Student Learning Activity Guide. ED 169 362
Distributive Education Cashiering. Kit No. 19. Instructor's Manual and Student Learning Activity Guide. ED 169 308
Distributive Education Display. Kit No. 89. Instructor's Manual and Student Learning Activity Guide. ED 169 378
Distributive Education Fashion Merchandising Wardrobe Coordination. Kit No. 76. Instructor's Manual and Student Learning Activity Guide. ED 169 365
Distributive Education Fashion Show. Kit No. 88. Instructor's Manual and Student Learning Activity Guide. ED 169 377
Distributive Education Marketing Functions. Kit No. 85. Instructor's Manual and Student Learning Activity Guide. ED 169 374
Distributive Education Product Information Fact Sheet. Kit No. 69. Instructor's Manual and Student Learning Activity Guide. ED 169 358
Distributive Education Shadow Box Display. Kit No. 72. Instructor's Manual and Student Learning Activity Guide. ED 169 361
The Food Store. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 255
Health Occupations Dental Assistant. Kit No. 62. Instructor's Manual and Student Learning Activity Guide. ED 169 351
Health Occupations Nursing Assistant, Wheelchair. Kit No. 58. Instructor's Manual and Student Learning Activity Guide. ED 169 347
Health Occupations Operating Room Technician. Kit No. 63. Instructor's Manual and Student Learning Activity Guide. ED 169 352
Health Occupations Practical Nurse. Kit No. 45. Instructor's Manual and Student Learning Activity Guide. ED 169 334
Health Occupations Respiration Therapy Technician. Kit No. 66. Instructor's Manual and Student Learning Activity Guide. ED 169 355
Home Economics Child Care Services. Kit No. 15. Instructor's Manual and Student Learning Activity Guide. ED 169 304
Home Economics Child Care Services. Kit No. 24. Instructor's Manual and Student Learning Activity Guide. ED 169 313
Home Economics Food Service Catering. Kit No. 54. Instructor's Manual and Student Learning Activity Guide. ED 169 343
Home Economics Food Service, Restaurant. Kit No. 17. Instructor's Manual and Student Activity Guide. ED 169 306
Home Economics Food Services, Basic Cake Decorating. Kit No. 57. Instructor's Manual and Student Learning Activity Guide. ED 169 346
Home Economics Food Services. Kit No. 18. Instructor's Manual and Student Learning Activity Guide Measuring Liquids, Measuring Solids, Weighing. ED 169 307
Home Economics Housing and Home Furnishings. Kit No. 37. Instructor's Manual and Student Learning Activity Guide. ED 169 326
Language Arts & Science Sample Career Education Activities, Grades 7-12. Instructional Materials. ED 169 236
Metal Work Making a Hanging Basket Bracket. Kit No. 22. Instructor's Manual and Student Learning Activity Manual. ED 169 311
Metal Work: Making an Adjustable C-Clamp. Kit No. 23. Instructor's Manual and Student Learning Activity Manual. ED 169 312
Office Occupations Accounting, Banking. Kit No. 26. Instructor's Manual and Student Learning Activity Guide: Part I. ED 169 315
Office Occupations Accounting. Kit No. 8. Instructor's Manual and Student Activity Guide. ED 169 297
Office Occupations Accounting, Payroll. Kit No. 64. Instructor's Manual and Student Learning Activity Guide. ED 169 353
Office Occupations Business Communications. Kit No. 20. Instructor's Manual and Student Learning Activity Guide. ED 169 309
Office Occupations Clerical Calculators. Kit No. 75. Instructor's Manual and Student Learning Activity Guide. ED 169 364
Office Occupations Desk Accessories. Kit No. 84. Instructor's Manual and Student Learning Activity Guide. ED 169 373
Office Occupations General Clerical, Commercial Mailing. Kit No. 34. Instructor's Manual and Student Learning Activity Guide. ED 169 323
Office Occupations General Clerical, Consumer. Kit No. 25. Instructor's Manual and Student Learning Activity Guide Group Interaction. ED 169 314
Office Occupations General Clerical. Kit No. 12. Instructor's Manual and Student Learning Activity Guide. ED 169 301

Office Occupations Keypunch. Kit No. 38. Instructor's Manual and Student Learning Activity Guide. ED 169 327
Office Occupations Stenographic, Duplicating Machine. Kit No. 9. Instructor's Manual and Student Learning Activity Guide. ED 169 298
Personpower Planning: Implications for the Developmental Disabilities Service System. ED 169 718
Planning for Lutheran High Schools. Board of Directors Handbook. Part One Organization and Guidelines. Part Two Ad Hoc Committees. HO 4. ED 169 616
Recruiter's Manual. ED 170 105
Telephone Workers. Grade One. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 254
T & I Air Conditioning. Kit No. 82. Instructor's Manual and Student Learning Activity Guide. ED 169 371
T & I Air Conditioning, Refrigeration, and Heating Heating Units. Kit No. 87. Instructor's Manual and Student Learning Activity Guide. ED 169 376
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T & I Auto Mechanics. Electrical System. Kit No. 48. Instructor's Manual and Student Learning Activity Guide. ED 169 337
T & I Automotive Body Repair. Kit No. 49. Instructor's Manual and Student Learning Activity Guide. ED 169 338
T & I Auto Service Repair. Kit No. 14. Instructor's Manual and Student Learning Activity Guide. ED 169 303
T & I Basic Electricity. Kit No. 4. Instructor's Manual and Student Learning Activity Guide. ED 169 293
T & I Block Masonry. Kit No. 81. Instructor's Manual and Student Learning Activity Guide. ED 169 370
T & I Brick Masonry II. Kit No. 80. Instructor's Manual and Student Learning Activity Guide. ED 169 369
T & I Building Construction, Safety. Kit No. 1. Instructor's Manual and Student Learning Activity Guide. ED 169 290
T & I Building Construction, Wall Section. Kit No. 40. Instructor's Manual and Student Learning Activity Guide. ED 169 329
T & I Commercial Art. Kit No. 78. Instructor's Manual and Student Learning Activity Guide. ED 169 367
T & I Cosmetology, Skin Care. Kit No. 77. Instructor's Manual and Student Learning Activity Guide. ED 169 366
T & I Drafting and Design, Wood Plaque. Kit No. 11. Instructor's Manual and Student Learning Activity Guide. ED 169 300
T & I Drafting, Reading the Architect's Scale. Kit No. 16. Instructor's Manual and Student Learning Activity Guide. ED 169 305
T & I Electricity. Power. Kit No. 52. Instructor's Manual and Student Learning Activity Guide. ED 169 341
T & I Electronics. Kit No. 71. Instructor's Manual and Student Learning Activity Guide. ED 169 360
T & I Gas Welding. Kit No. 68. Instructor's Manual and Student Learning Activity Guide. ED 169 357
T & I Graphic Arts, Silk Screen Printing. Kit No. 60. Instructor's Manual and Student Learning Activity Guide. ED 169 349
T & I Graphics, Rubber Stamp. Kit No. 90. Instructor's Manual and Student Learning Activity Guide. ED 169 379
T & I Industrial Sewing. Making Decorative Pillows by Hand. Kit No. 47. Instructor's Manual and Student Learning Activity Guide. ED 169 336
T & I Machine Shop. Kit No. 83. Instructor's Manual and Student Learning Activity Guide. ED 169 372
T & I Masonry. Kit No. 10. Instructor's Manual and Student Learning Activity Guide. ED 169 299
T & I Metalworking, Forging. Kit No. 55. Instructor's Manual and Student Learning Activity Guide. ED 169 344
T & I Painting and Decorating. Kit No. 5. Instructor's Manual and Student Learning Activity Guide. ED 169 294
T & I Plumbing. Kit No. 67. Instructor's Manual and Student Learning Activity Guide. ED 169 356
T & I, Power Mechanics. Kit No. 35. Instructor's Manual and Student Learning Activity Guide. ED 169 324
T & I Sheet Metal. Kit No. 44. Instructor's Manual and Student Learning Activity Guide. ED 169 333
T & I Small Appliance Repair. Kit No. 30. Instructor's Manual and Student Learning Activity Guide. ED 169 319
T & I Small Engine Repair, the Ignition System. Kit No. 7. Instructor's Manual and Student Learning Activity Guide. ED 169 296
T & I Tailoring. Kit No. 50. Instructor's Manual and Student Learning Activity Guide. ED 169 339
T & I Textiles, Cotton Boll. Kit No. 59. Instructor's Manual and Student Learning Activity Guide. ED 169 348
T & I Textiles, Weaver's Knot. Instructor's Manual and Student Activity Guide. ED 169 381
T & I Tile Setting. Kit No. 79. Instructor's Manual and Student Learning Activity Guide. ED 169 368
World of Work Choosing a Career. Kit No. 33. Instructor's Manual. ED 169 322
World of Work Education and Jobs. Kit No. 39. Instructor's Manual. ED 169 328
World of Work: Employment and American Economic System. Kit No. 27. Instructor's Manual. ED 169 316
World of Work: Money Management, Financial, and Credit. Kit No. 28. Instructor's Manual. ED 169 317
World of Work Personality Development. Kit No. 32. Instructor's Manual. ED 169 321
World of Work The Interview and Working Relationships. Kit No. 42. Instructor's Manual and Student Learning Activity Guide. ED 169 331

Occupational Prestige
An Investigation into the Prestige Structure of Agricultural Occupations ED 170 074

Occupations
Multidimensional Aspects of Young Children's Sex-Role Development. ED 170 068

Oceanology
Citizens' Perceptions of the Marine Environment and the Placement of Precollege Marine Education Instruction in the Public Schools. ED 170 161
HMSS (Hawaii Marine Science Studies) Sampler: Summer 1978 Draft Edition. ED 170 153

Office Machines
Office Occupations Stenographic, Duplicating Machine. Kit No. 9. Instructor's Manual and Student Learning Activity Guide. ED 169 298

Office Occupations Education
Data Processing Flowcharting. Kit No. 91. Instructor's Manual and Student Learning Activity Guide. ED 169 380
Office Occupations Accounting, Banking. Kit No. 26. Instructor's Manual and Student Learning Activity Guide: Part 1. ED 169 315
Office Occupations Accounting. Kit No. 8. Instructor's Manual and Student Activity Guide. ED 169 297
Office Occupations Accounting, Payroll. Kit No. 64. Instructor's Manual and Student Learning Activity Guide. ED 169 353
Office Occupations Business Communications. Kit No. 20. Instructor's Manual and Student Learning Activity Guide. ED 169 309
Office Occupations Clerical Calculators. Kit No. 75. Instructor's Manual and Student Learning Activity Guide. ED 169 364
Office Occupations Desk Accessories. Kit No. 84. Instructor's Manual and Student Learning Activity Guide. ED 169 373
Office Occupations General Clerical, Commercial Mailing. Kit No. 34. Instructor's Manual and Student Learning Activity Guide. ED 169 323
Office Occupations General Clerical, Consumer. Kit No. 25. Instructor's Manual and Student Learning Activity Guide Group Interaction. ED 169 314
Office Occupations General Clerical. Kit No. 12. Instructor's Manual and Student Learning Activity Guide. ED 169 301
Office Occupations General Clerical, Receptionist. Kit No. 65. Instructor's Manual and Student Learning Activity Guide. ED 169 354
Office Occupations Keypunch. Kit No. 38. Instructor's Manual and Student Learning Activity Guide. ED 169 327
Office Occupations Stenographic, Duplicating Machine. Kit No. 9. Instructor's Manual and Student Learning Activity Guide. ED 169 298
Summary of Instructor's Indices for Prevocational Activities: A Guide to Organizing, Planning and Implementing a Prevocational Curriculum. ED 169 289

Office of Education
Synthesis of Research Related to Policy for Education in Rural America. ED 170 087

Official Languages
La CEQ et la Question Nationale et Linguistique. ED 170 399

Oklahoma
A History of the Activities Which Lead to a Formal Articulation Policy for Higher Education in Oklahoma. ED 169 970
Locus of Control and Self-Esteem in Indian and White Students. ED 170 082

Older Adults
Attitudes Toward Old Age in Five Cultures. ED 169 437
A Behavioral Approach to Self-Initiated Leisure-Time Activities and Living-Area Maintenance in Long-Term Care Facilities for the Elderly. ED 169 449
The Certificate in Aging Studies: A Development Model for the 1980's. ED 170 195
Housing Characteristics and Quality of Multigenerational Households. ED 169 464
Information in Social Gerontology. ED 169 951
A Project to Demonstrate the Role of a Rehabilitation Team in Providing Comprehensive Services to the Older Legally Blind on an Itinerant Basis. Final Report. ED 169 240
Q-Type Factor Analysis of Healthy Aged Men. ED 170 329
Riskiness in the Elderly: Attitudes of Young and Elderly Adults. ED 169 455

On Campus Students
Commuting Versus Resident Freshmen at NCSU. ED 169 851
The Difference Between Potential and Achieved Academic Performance of Freshmen Residents at North Carolina State University. ED 169 843

One Parent Family
Dating Behavior Among Single Parents: The Case of the Black Middle Class. ED 170 403

On Line Systems
The Teacher and the Reading Skills Report for Migrant Students. ED 170 078

On the Job Training
A New Look at Journalism Internships and Related Newspaper Training. ED 169 538

Open Access Satellite Education Services
Open Access, Satellite Education Service (OASES): Final Annual Report. ED 170 001

Open Education
Children's Thinking in the Classroom. ED 170 022

Open Entry Open Exit
A Study of Open Entry-Open Exit Programs in Vocational Education. Institutional Research Report No. 78/79-6. ED 169 998

Open Plan Schools
Friends in School: Patterns of Selection and Influence in Secondary Schools. Report No. 266. ED 170 198

Operating Expenses
Components of the Increase in College Operating Expenditures Since 1967: An Analysis of the Impact of Inflation, Increased Enrollment, and Increased Costs on the Total Operating Expenditures of Montgomery College. ED 170 011

Optical Scanners
Freestanding Complex Optical Scanners. ED 170 305

Oral Language
Children's Production of Plurals: The Influence of Print. ED 169 493
Informal and Formal Means of Assessing Kindergarten Children's Communicative Competence. ED 169 562

Oral Reading
A Comparison of Oral Reading and Silent Reading on a Standardized Reading Achievement Test. ED 169 513
Effects of Embedded Anomalies and Oral Reading Errors on Children's Understanding of Stories. Technical Report No. 118. ED 169 524
Oral Reading: A Tool for Student Assessment and Teacher Training. ED 169 476

Oral Thermometer
Health Occupations Thermometer. Kit No. 2. Instructor's Manual and Student Learning Activity Guide. ED 169 291

Oregon
Profile of Teacher Education in Oregon: 1967-77. ED 170 275

Oregon (Jackson County)
Mainstreaming: The Educational Resource Centers Model. ED 169 744

Organizational Change
General College Faculty Perceptions of its Individualized Baccalaureate Degree Program. The General College Studies, Volume XV, Number 1. 1978-79. ED 169 986

Organizational Climate
Job Attitudes and Organizational Performance When Employees Own the Company. ED 169 394

Organizational Communication
Consulting and Communication in Organizations. ED 169 584
Making Contacts and Negotiating Agreements for Organizational Communication Internships. ED 169 585
Mapping New Schools. 1: Setting the Stage for Planning. Part 1 in a Series of Four New-School Planning Guides. ED 169 627
Organizing for Improvement in Education: Establishing Effective Organizational Intersections. ED 169 673
Title I Communication Starter Kit. ED 170 438

Organizational Development
Consulting and Communication in Organizations. ED 169 584
OD in Schools: The State of the Art. Vol. V: Implications for Policy, Research and Practice. Final Report. ED 169 626

Organizational Effectiveness
An Analysis of the Staffing, Organizational Placement, and General Administration of the Title I Migrant Education Program of the U.S. Office of Education. ED 170 072
Corporate Management Invades Academe. ED 169 820
Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report V: The Value Attribution Process. Technical Report. ED 170 311
Mapping New Schools. 1: Setting the Stage for Planning. Part 1 in a Series of Four New-School Planning Guides. ED 169 627
Mapping New Schools. 2: Designing Your School. Part 2 in a Series of Four New-School Planning Guides. ED 169 628
Mapping New Schools. 3: Mapping Your School's Environment. Part 3 in a Series of Four New-School Planning Guides. ED 169 629
Mapping New Schools. 4: Making Your School Work. Part 4 in a Series of Four New-School Planning Guides. ED 169 630

Organizational Theories
Some Key Epistemological Questions About A ``Theory of Practice.'' ED 170 283

Organizations (Groups)
Guide to Organizations Working for Women's Educational Equity: Initial Directory. ED 170 417

Ornamental Horticulture
Agriculture Ornamental Horticulture. Building Model Greenhouse and Growing Plants. Kit No. 41. Instructor's Manual and Student Learning Activity Guide. ED 169 330

Osteopathy
Clinical Problem Solving Exercises for Pre-Clinical Medical Education: A Design, Implementation and Preliminary Evaluation. ED 169 830

Outdoor Education
Albuquerque's Environmental Story. ED 170 118
Environmental Education: River Policy and Procedures. ED 170 101
Measuring the Attitudes and Awareness of Environmental Education Camp Users. Forest Service Research Paper NE-426. ED 170 143

Outlaws
Furia y Muerte: Los Bandidos Chicanos (Fury and Death: The Chicano Bandits). Monograph No. 4, Aztlan Publications. ED 170 093//

Outreach Programs
Careers in Science for the Handicapped Project: Training Manual. ED 169 687
The Chicago Public Library Annual Report, 1969-1976. ED 169 880
Technology for the Inner City Experience and Promise. ED 170 387
T & I Painting and Decorating. Kit No. 5. Instructor's Manual and Student Learning Activity Guide. ED 169 294

Paralinguistics
Lenguaje y Ciencias (Language and Sciences), Vol. 17, No. 3. ED 169 745

Paraprofessional Personnel
External Degrees, A Non-Traditional Approach for Credentialing Adult Human Service Workers. ED 169 972

Parent Attitudes
The Accident. Parenting Styles: Avoiding the Extremes. Student Guide Footsteps. Report Number 13. ED 169 939
Child Abuse and the Development of a Parental Consciousness. ED 170 030
Effects of Diagnostic Labels on Perceptions of Children's Behavior Disorders. ED 169 410
Onset of Parenting and Stressful Events. ED 169 452
Parent Perceptions of Magnet Schools as a Method of Desegregation. ED 170 384
Predictors of Couples' Actual and Projected Family Sizes. ED 169 434

Parent Child Relationship
The Accident. Parenting Styles: Avoiding the Extremes. Student Guide Footsteps. Report Number 13. ED 169 939
Child Abuse and the Development of a Parental Consciousness. ED 170 030
Children With Serious Illness: Behavioral Correlates of Separation and Isolation. ED 169 408
Effect of Pediatric Well Child Care on the Mother-Infant Relationship and Infant Cognitive Development. ED 170 026
Effects of Nonmaternal Care on Children: Research Evidence and Popular Views. ED 169 444
Evaluation of a Neighborhood Settlement House After-School Program. ED 169 399
Form and Function in Mother-Toddler Conversational Turn-Taking, Occasional Paper No. 5. ED 169 787
Housing Characteristics and Quality of Multigenerational Households. ED 169 464
The Ignored, Untrained Teachers: Parents. ED 170 069
I Love You When You're Good. Loving Children: Getting the Message Across. Student Guide Footsteps. Report Number 11. ED 169 937
Love Me and Leave Me. Attachment and Independence: You Can't Have One without the Other. Student Guide Footsteps. Report Number 7. ED 169 933
No Comparison. Children's Individuality: A Fact to Celebrate. Student Guide Footsteps. Report Number 2. ED 169 928
Parental, Sex-Role, and Interpersonal Correlates of Religiousness in Adolescents. ED 169 422
Spare the Rod. Discipline: The Long and Short of It. Student Guide Footsteps. Report Number 8. ED 169 934
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Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Devopment Associate Pilot Project: Module XI. ED 170 038

Parent Counseling
A Program of Consultation, Training and Counselling of Children with Learning and Behavioral Problems and Their Parents and Teachers. ED 169 467

Parent Education
Aspects of Parent Involvement in the Parent Education Follow Through Program. ED 170 024
The Ignored, Untrained Teachers: Parents. ED 170 069

Parent Education Follow Through Program
Aspects of Parent Involvement in the Parent Education Follow Through Program. ED 170 024

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A Survey on Reading as a Highly Masculine or Highly Feminine Activity. ED 169 506

Parenting
California Community College Foster Parent Training Project: First Interim Report. ED 169 987

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Aspects of Parent Involvement in the Parent Education Follow Through Program. ED 170 024
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Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Devopment Associate Pilot Project: Module XI. ED 170 038

Parent Responsibility
There Comes a Time. Societal Support: We're All in It Together. Student Guide Footsteps. Report Number 17. ED 169 943

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Child Abuse and the Development of a Parental Consciousness. ED 170 030
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The Ignored, Untrained Teachers: Parents. ED 170 069

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Aspects of Parent Involvement in the Parent Education Follow Through Program. ED 170 024
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Parent Teacher Cooperation
The Pupil Appraisal Center. ED 170 242

Parent Workshops
The Ignored, Untrained Teachers: Parents. ED 170 069
Composite Score Analysis: Ability Index, SES Index, Some Psychological and Educational Construct Scales. National Longitudinal Study of the High School Class of 1972. RTI Project No. 884. ED 170 302

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Instructional Practices of Part-Time Faculty in Community Colleges. ED 169 971

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Doctor-Patient Communication Failure: The Special Case of the Inner-city Clinic. ED 169 550

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Peacekeeping. Perspectives in World Order. ED 170 183

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Universe of Goals. Pediatric Nurse Practitioner/Associate Programs. ED 169 799

Peer Influence
Friends in School: Patterns of Selection and Influence in Secondary Schools. Report No. 266. ED 170 198
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Peer Relationship
Age-Segregation of Children. ED 170 029
Elementary Studentship: Toward an Understanding. ED 169 411
Friendship. Grade 1. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 252
Friends in School: Patterns of Selection and Influence in Secondary Schools. Report No. 266. ED 170 198
Peer Acceptance and Social Skill Training: The Selection of Program Content. ED 170 034
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Sex Determined Consequences of Different Play Styles in Early Childhood. ED 170 055

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Pennsylvania Public Employe Labor Relations. ED 169 662
Recruiter's Manual. ED 170 105

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MEAP Support Materials for Mathematics. ED 170 149

Perception
Contextual Correlates of Communication Satisfaction. ED 169 579
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Evaluation, Potency and Activity (EPA): Dimensions of Implicit Personality Theory? ED 169 418
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Perceptions of Therapist Self-Disclosure: An Analogue Study. ED 169 400
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Perceptions of Developmental Skills
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Oral Interpretation as Performing Performance. ED 169 571

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Learning to Manage a Minimum Competency Testing Program. ED 170 285
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Performance Indicators for Competency Assessment. Competencies Catalogue and User's Guide. A Resource for School Districts Interested in Defining and Testing for Minimal Competencies. ED 170 335
A Study to Develop and Evaluate a Competency-Based Introductory Counseling Course for a Bible College. ED 169 460

Performance Based Teacher Education
Artesanias Mexico - Americanas. Programa Piloto de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XIII Arts and Crafts of Mexico and the Americas. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XIII . ED 170 040
Formative Evaluation Efforts in a Teacher Education Program. ED 170 375
Helping Young Children Develop a Positive Self-Concept. Bilingual/Bicultural Child Development Associate Pilot Project: Module XVI. ED 170 043
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Microteaching: Forerunner to Competency Based Teacher Education. ED 170 278
North County Program. ED 170 240
Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module X. ED 170 037
Special Education Competencies for Teachers Project. Final Report, Year II: A Validation Study in Identification and Measurement. ED 169 708
Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module XV. ED 170 042
Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Devopment Associate Pilot Project: Module XI. ED 170 038
Teaching Concepts to Young Children Through Cultural Cooking Experiences. Bilingual/Bicultural Child Development Associate Pilot Project: Module XIV. ED 170 041
Wisconsin Driver and Traffic Safety Education: Teacher Preparation Guide. Bulletin Number 7221. ED 169 382

Performance Criteria
Freestanding Complex Optical Scanners. ED 170 305
Superintendents' View of Teacher Education Graduates of the University of Maine at Orono. ED 170 286
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Performance Factors
The Effects of Manipulating Self-Concept on Learning and Classroom Performance. ED 169 463
Expectancy Work Motivation. Central Life Interests, Voluntarism, Organizational Situation, Job Satisfaction, and Perceived Teaching Performance. ED 170 279
The Role of Hyperactive and Aggressive Symptomatology in Predicting Adolescent Outcome Among Hyperactive Children. ED 169 728
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Test Anxiety and Perception of Self: A Correctional Study. ED 169 426

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Freestanding Complex Optical Scanners. ED 170 305

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Assessing Speaking and Writing Proficiency Via Samples of Behavior. ED 169 597
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An Introduction to the Periodic Law for General Chemistry Students. ED 170 172

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Analysis of Transfer Data of Former Harper Students at Senior Institutions. Volume IX, No. 18. ED 169 979
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National Longitudinal Study of the High School Class of 1972: Preliminary Analyses of Student Financial Aid. RTI-22U-884. ED 170 303
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Gender and Adult Mid-Life Development: Critical Appraisal. ED 169 441

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Evaluation, Potency and Activity (EPA): Dimensions of Implicit Personality Theory? ED 169 418

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Review of Research on the Characteristics of Low Status College Students. ED 170 436

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A Practitioner's Guide to Concepts and Measures of Motivation. ED 169 953

Personality Theories
Evaluation, Potency and Activity (EPA): Dimensions of Implicit Personality Theory? ED 169 418

Personal Orientation Inventory
Selection, Retention, Graduation Is It Working? ED 169 425

Personal Values
Logotherapy as a Bridge Between Religion and Psychotherapy. ED 169 456

Personnel
An Analysis of the Staffing, Organizational Placement, and General Administration of the Title I Migrant Education Program of the U.S. Office of Education. ED 170 072

Personnel Evaluation
Personpower Planning: Implications for the Developmental Disabilities Service System. ED 169 718

Personnel Needs
Personpower Planning: Implications for the Developmental Disabilities Service System. ED 169 718

Personnel Selection
Developing and Implementing an Administrative Training Program: Hiring School Personnel. ED 169 613
Mapping New Schools. 4: Making Your School Work. Part 4 in a Series of Four New-School Planning Guides. ED 169 630
The Utility of the Assessment Center as a Selection Device. ED 170 349

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Child Abuse and the Development of a Parental Consciousness. ED 170 030
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Text and Context in the Teaching of Literature. ED 169 529

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Pet Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 259

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Management of Newborn Infants with Phenylketonuria. ED 169 731

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Philosophical Studies in Education: Proceedings of the 1978 Annual Meeting of the Ohio Valley Philosophy of Education Society. ED 170 231

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The Effects of Photo Characteristics Upon Location Determination in a Photogrammetric Facility. Final Report. ED 169 918

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Accountability in the Gymnasium: A Behavior Analysis Approach. ED 170 294

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Expectancy Differences Between Males and Females in the Performance of Preselected and Constrained Movements. ED 170 270

Physical Health
Q-Type Factor Analysis of Healthy Aged Men. ED 170 329

Physically Handicapped
Careers in Science for the Handicapped Project: Training Manual. ED 169 687
Steps Toward Campus Accessibility. ED 169 681

Physicians
Doctor-Patient Communication Failure: The Special Case of the Inner-city Clinic. ED 169 550
Effect of Pediatric Well Child Care on the Mother-Infant Relationship and Infant Cognitive Development. ED 170 026
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Physicians Assistants
A Comparison of Three Equating Procedures on the Certifying Examination for Primary Care Physician's Assistants. ED 170 364

Physics
1978-79 Directory of Physics & Astronomy Staff Members. ED 170 144//
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Using Pictures in the Classroom. ED 170 147

Pidgins
The Effect of Formal Instruction on the Pidginized Speech of One Second Language Learner. ED 169 788

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Primary Health Care. Report of the International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978. ED 170 194
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Alabama's Challenge: Higher Education in the 1980's. Report of the Second Special Committee to Evaluate the Alabama Commission on Higher Education. ED 169 823

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Agriculture Forestry Seedlings. Kit No. 53 Instructor's Manual and Student Learning Activity Guide. ED 169 342

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Agriculture Agricultural Production I, Seed Bed. Kit No. 6. Instructor's Manual and Student Learning Activity Guide. ED 169 295
Agriculture Agriculture Science Seed Germination. Kit No. 51. Instructor's Manual and Student Learning Activity Guide. ED 169 340
Agriculture Horticulture. Kit No. 36. Instructor's Manual and Student Learning Activity Guide. ED 169 325

PLATO IV
Attitudes and Performance of Military Students in Computer-Based Technical Training (Part A) and Instructor Attitude Related to the Use of the PLATO IV System at Chanute (Part B). ED 169 888

Play
The Functions of Private Speech in Preschool Children. ED 170 028
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Sex Determined Consequences of Different Play Styles in Early Childhood. ED 170 055

Plumbing
T & I Plumbing. Kit No. 67. Instructor's Manual and Student Learning Activity Guide. ED 169 356

Plurals
Children's Production of Plurals: The Influence of Print. ED 169 493

Poetry
Gineerinlyaa (Poems). ED 169 769

Police
Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrest: Participant Manual. ED 169 213
Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrests: Planning Guide. ED 169 279
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Police Workers. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 267

Policy
Environmental Education: River Policy and Procedures. ED 170 101
Serials Manual, L. S. U. Library. ED 169 879

Policy Formation
Child Health Assessment Act and Increased Medicaid Funding for Puerto Rico. Hearing Before the Subcommittee on Health of the Committee on Finance, United States Senate, Ninety-Fifth Congress, Second Session on H.R. 9434 and S. 1392. ED 170 023
Curriculum Development: A State Perspective. ED 170 247
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Funding for Curriculum Development: An Analysis of Some Policy Problems. ED 170 252
A History of the Activities Which Lead to a Formal Articulation Policy for Higher Education in Oklahoma. ED 169 970
National Curriculum Projects and Development in Education. ED 170 268
NIE Curriculum Development Issues. Guides for Public Discussion. ED 170 243
Philosophical Studies in Education: Proceedings of the 1978 Annual Meeting of the Ohio Valley Philosophy of Education Society. ED 170 231
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Educational Progress and Political Developments in Trindad and Tobago, 1917-1962. ED 170 192

Political Science
Citizenship. A Statewide Assessment in Texas. ED 170 347
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Political Socialization
Politics and Power: The New Voter. Report of the Subcommittee on Political Science. ED 170 237
Pour une Journee d'Ecole au Service de la Classe Ouvriere. Manuel du 1er Mai'' One School Day in the Service of the Working Class. Manual for the 1st of May''. ED 170 397

Politics
Perspectivas en Chicano Studies I (Perspectives in Chicano Studies I). ED 170 102//
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Politics and Power: The New Voter. Report of the Subcommittee on Political Science. ED 170 237

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The Quality of Municipal Services, Central City Decline, and Middle-Class Flight. Research Report R78-1. ED 170 393//
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IPPF Co-operative Information Service. February 1979. ED 170 130//

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A Behavioral Approach to Self-Initiated Leisure-Time Activities and Living-Area Maintenance in Long-Term Care Facilities for the Elderly. ED 169 449

Postal Workers
Postal Workers. Grade Four. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 266

Postsecondary Education
Analysis of Transfer Data of Former Harper Students at Senior Institutions. Volume IX, No. 18. ED 169 979
Articulation. ED 170 005
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Conservation District Guide for Education Programs. ED 170 127
An Evaluation of the EPDA Program at the University of Hawaii. ED 170 010
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A History of the Activities Which Lead to a Formal Articulation Policy for Higher Education in Oklahoma. ED 169 970
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Planning for Postsecondary Education in California: A Five-Year Plan Update, 1979. ED 169 828
Practical Materials for Teaching. Resource File: Edition I. Energy Management. ED 170 121
Research on Post-Secondary Education at NIE. ED 169 835
State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Proceedings of the Conference (Colorado Springs, Colorado, July 11-14, 1978). Report No. 114. ED 169 822
Summary Report on Postsecondary Bilingual and Bicultural Education by Sector. New York State. Final Report. ED 170 421
A Survey of Non-Traditional Credit in Texas. ED 170 008
The Use of the Performance-Oriented Instructional Worksheet in Meeting Instructional Needs Within the Environmental Protection Agency. ED 170 120
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Postsecondary Education As a Field of Study
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T & I, Power Mechanics. Kit No. 35. Instructor's Manual and Student Learning Activity Guide. ED 169 324

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Job Attitudes and Organizational Performance When Employees Own the Company. ED 169 394
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Practical Nursing
Health Occupations Practical Nurse. Kit No. 45. Instructor's Manual and Student Learning Activity Guide. ED 169 334

Practicums
Self-Guided Field Experience. ED 169 404

Pragmatics
Getting Your Speech Act Together: The Pragmatic Ability of Second Language Learners. Working Papers on Bilingualism, No. 17. ED 169 778

Precision Teaching
Precision Measurement. ED 169 691
Precision Teaching Project - A Program Description. The Sacajawea Plan. ED 169 729
Precision Teaching Project: Implementation Handbook. The Sacajawea Plan. ED 169 688

Prediction
Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report V: The Value Attribution Process. Technical Report. ED 170 311
Infant Neurological Abnormalities as Predictors of IQ and School Performance. ED 169 732
Predicting Adolescent Antisocial Behavior Among Hyperactive Boys. ED 169 723
Prediction of Test Scores: California. ED 170 306
A Study of Cognitive and Noncognitive Characteristics as Predictors of High School Seniors' Early Postsecondary Educational Activities. ED 170 361

Predictive Ability (Testing)
Major Research Efforts of the Law School Admission Council. Law School Admission Research. ED 170 321//
Selection, Retention, Graduation Is It Working? ED 169 425

Predictive Measurement
Bias in the Prediction of Achievement and in Admission of Black Students to North Carolina State University. ED 169 842
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Predictive Validity
Reports of LSAC Sponsored Research: Volume III, 1975-1977. Law School Admission Research. ED 170 326//
Reports of LSAC Sponsored Research: Volume II, 1970-1974. Law School Admission Research. ED 170 325//
Reports of LSAC Sponsored Research: Volume I, 1949-1967. ED 170 324//
Summaries of LSAC Sponsored Research. 1975-1977. Law School Admission Research. ED 170 323//

Predictor Variables
Composite Score Analysis: Ability Index, SES Index, Some Psychological and Educational Construct Scales. National Longitudinal Study of the High School Class of 1972. RTI Project No. 884. ED 170 302
Efficacy of Cognitive and Noncognitive Measures in Predicting Clinical Performance of Residents. ED 170 356
The Indeterminacy of Common Factors. ED 170 330
Major Research Efforts of the Law School Admission Council. Law School Admission Research. ED 170 321//
National Longitudinal Study of the High School Class of 1972: Preliminary Analyses of Student Financial Aid. RTI-22U-884. ED 170 303
Personality Factors and Instructional Methods ED 170 355
Prediction of Test Scores: California. ED 170 306
Q-Type Factor Analysis of Healthy Aged Men. ED 170 329
A Study of Cognitive and Noncognitive Characteristics as Predictors of High School Seniors' Early Postsecondary Educational Activities. ED 170 361

Preschool Children
A Child's Space: Personal Space Preferences of Preschool Children as a Function of Material and Tactile Stimuli. ED 169 583
The Effects of Sex-Typed Labeling on Preschool Children's Information-Seeking and Retention. ED 170 046
The Functions of Private Speech in Preschool Children. ED 170 028
Perceptions of Developmental Skills (PODS): A Multi-Source Rating Profile of Functional Capabilities for the Preschool Child. Research Edition. A Descriptive Manual. ED 170 344
The Relation of Children's Activity Preference to Sex-Typed Behavior. ED 170 052
Sex Determined Consequences of Different Play Styles in Early Childhood. ED 170 055
Sex Differences in the Relationship of Recall to Subvocal Speech in Preschool Children. ED 170 053

Preschool Education
Directory of Educational Programs for Adults Who Work With Children. ED 170 021
Motor Creativity of Preschool Deaf Children. ED 170 271

Preschool Teachers
Artesanias Mexico - Americanas. Programa Piloto de Entrenamiento Para El Asociado Bilingue y Bicultural En El Desarrollo del Nino: Guia XIII Arts and Crafts of Mexico and the Americas. Pilot Program for the Training of Bilingual and Bicultural Teachers for the Cognitive Development of the Child: Guide XIII . ED 170 040
Helping Young Children Develop a Positive Self-Concept. Bilingual/Bicultural Child Development Associate Pilot Project: Module XVI. ED 170 043
Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module VIII. ED 170 035
Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module IX. ED 170 036

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Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module X. ED 170 037

Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module XV. ED 170 042

Teachers Planning and Working with Parents from a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Devopment Associate Pilot Project: Module XI. ED 170 038

Teaching Concepts to Young Children Through Cultural Cooking Experiences. Bilingual/Bicultural Child Development Associate Pilot Project: Module XIV. ED 170 041

Preservice Education

The Development of an Elementary Teacher Education Center. ED 169 471

A Field Based Teacher Education Program: From Neophyte to Accomplished Professional. ED 170 284

Improving Preservice Elementary Teachers' Attitudes and Knowledge Concerning the Use of Science as a Contest Vehicle for Language Arts Instruction. ED 170 174

An Investigation of Three Approaches for Science Methods Instruction of Pre-Service Elementary Teachers. ED 170 163

Investigations in Science Education, Vol. 5, No. 3, 1979. Expanded Abstracts and Critical Analyses of Recent Research . ED 170 175

Investigations in Science Education, Vol. 5, No. 4, 1979. Expanded Abstracts and Critical Analyses of Recent Research . ED 170 176

Pre-Service Teacher Training in Career Education. Final Report, July 1, 1975 through June 30, 1976. ED 169 225

Superintendents' View of Teacher Education Graduates of the University of Maine at Orono. ED 170 286

Training Teaching Assistants to Teach the Basic-Communication Course. ED 169 592

Pretend Play

Role Play and Language Growth: Strategies for Imaginative Experiences. ED 170 050

True Blue. Play and Fantasy: The Child's Building Blocks. Student Guide Footsteps. Report Number 10. ED 169 936

Prevocational Education

Adjustment to Work: A Follow Up of Mildly Intellectually Handicapped Adolescents Who Have Undergone Training in a Work Preparation Centre. The Granville Project . ED 169 703

Assessment of Needs and Implementation of Client-based Programmes. and On-Going Assessment of Work Undertaken by Trainees. The Granville Project . ED 169 704

The Granville Project. ED 169 696

A Model for the Evaluation of Vocational Preparation Programs for the Learning Disabled. ED 169 706

A Model for the Planning and Organisation of Work Preparation Facilities for the Mildly Intellectually Handicapped. The Granville Project . ED 169 701

Program Development for the Acquisition of Work and Social Skills. The Granville Project . ED 169 698

Social Development Training Project. Stage I and Stage II. The Granville Project . ED 169 697

A Study of the Attitudes of N.S.W. School Principals Toward the Educational and Pre-Vocational Provisions for the Mildly Intellectually Handicapped. The Granville Project . ED 169 702

Primary Care Physicians Assistants Certifying Exam

A Comparison of Three Equating Procedures on the Certifying Examination for Primary Care Physician's Assistants. ED 170 364

Principals

The Difference Between Thorns and Threats in Elementary School Administration. Studies in Curriculum Development No. 1, 1979. ED 169 676

The Principalship: A Selected Bibliography. ED 169 684

Salary Report #2. Principals and Assistant Principals. Administrative Information Report. ED 169 680

The Senior High School Principalship. Volume III: The Summary Report. ED 169 667

A Study of the Attitudes of N.S.W. School Principals Toward the Educational and Pre-Vocational Provisions for the Mildly Intellectually Handicapped. The Granville Project . ED 169 702

Private Agencies

A Lesson from BSCS Experience. ED 170 255

Private Colleges

Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics. ED 169 834

Private Financial Support

The Ford Foundation at Work. Philanthropic Choices, Methods, and Styles. ED 169 837//

Private Schools

American Elementary & Secondary Community Schools Abroad. Second Edition. ED 169 675

Planning for Lutheran High Schools. Board of Directors Handbook. Part One Organization and Guidelines. Part Two Ad Hoc Committees. HO 4. ED 169 616

Planning for Lutheran High Schools. Guidelines for Getting Started. Part One Exploration Phase Activities. Part Two Coordinated Resources. HO 1. ED 169 614

Planning for Lutheran High Schools. Maintaining Fiscal Responsibility. Part One Accounting. Part Two Budgeting. Part Three Five-Year Budget Projection. H 10. ED 169 620

Planning for Lutheran High Schools. Resources for Enrollment Planning. Part One Enrollment Projection/Recruitment Strategies. Part Two Transportation Strategies. HO 8. ED 169 618

Planning for Lutheran High Schools. Resources for Financial Planning. Part One How Lutheran High Schools Are Funded. Part Two Budgeting and Funding the Exploration, Survey, Planning, and Implementation Phases. Part Three Strategies for Funding the First Year. HO 9. ED 169 619

Planning for Lutheran High Schools. Resources for Instruction Planning. Part One Dynamics of Curriculum Development. Part Two Staff Recruiting and Selection Procedures. Part Three Guidelines for Establishing a Compensation Program. H 12. ED 169 622

Planning for Lutheran High Schools. Resources for Organization Planning. Part One Association Constitution and Bylaws. Part Two Job Description for High School Administration. Part Three Guidelines for Setting Initial Policy. HO 6. ED 169 617

Planning for Lutheran High Schools. Resources for Site and Facility Selection. H 11. ED 169 621

Planning for Lutheran High Schools. Steering Committee Handbook. Part One Organization and Guidelines. Part Two Subcommittees. HO 3. ED 169 615

Private Speech

The Functions of Private Speech in Preschool Children. ED 170 028

Probability

Estimating Item Characteristic Curves. Final Report for Period March 1978 through September 1978. ED 170 328

Problem Children

The Pupil Appraisal Center. ED 170 242

Problem Sets

Because of Programmable Calculators, Why Avoid These Problems Any Longer? ED 170 114

Programmable Calculators Facilitate Simple Solutions to Mathematical Problems. ED 170 115

Problem Solving

The Calculator's Effect on Children's Solution Processes. ED 170 166

Clinical Problem Solving Exercises for Pre-Clinical Medical Education: A Design, Implementation and Preliminary Evaluation. ED 169 830

Do the Effects of Testwiseness Relate More to the Achievement of Remedial, Developmental, or Advanced Readers? ED 169 510

The Functions of Private Speech in Preschool Children. ED 170 028

Mapping New Schools. 4: Making Your School Work. Part 4 in a Series of Four New-School Planning Guides. ED 169 630

A Programmable Calculator Activity, x 1/x = 1. ED 170 117

Teacher's Guide for the Basic Competencies in Reasoning. ED 170 190

Process Education

Elementary School Process Curricula A Meta-Analysis. ED 170 333

Production Techniques

Effective Educational Radio: An Approach to Analyzing Programs. ED 169 919

Productive Thinking

Teacher's Guide for the Basic Competencies in Reasoning. ED 170 190

Productivity

The Business of Education. ED 169 674

Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report V: The Value Attribution Process. Technical Report. ED 170 311

Professional Associations

Continuing Education in Nursing. An Overview. ED 169 795

State Boards of Nursing and Education for Nursing Conference (October 8-10, 1974). ED 169 801

Professional Continuing Education

Accreditation of Continuing Education in Nursing. ED 169 797

Continuing Education in Nursing. An Overview. ED 169 795

Counselor Renewal System (CRS). ED 169 457

Planning for Applications of Communications Satellites in Education. ED 169 887

Practical Materials for Teaching. Resource File: Edition I. Energy Management. ED 170 121

Reference Resources for Research and Continuing Education in Nursing. ED 169 798

Professional Education

An Action Research Proposal To Provide Educational Equity Opportunities For Women in Engineering. ED 169 793

A Survey of Professional Licensure Examinations in Texas. ED 169 867

Professional Occupations

Planning: An Interface Between Traditional and Applied Geography. ED 170 225

A Survey of Professional Licensure Examinations in Texas. ED 169 867

Professional Personnel

Attitudes of Professional Men and Women toward Women's Roles in Society. ED 169 391

Review of Medical School Administrative Staff Salaries, 1976-1977. ED 169 812

Professional Recognition

Unionism and Professionalism: Siblings? ED 169 816

Professional Services

Ethical and Economic Issues Newsletter, April 1979. ED 169 832

Professional Training

Competency Evaluation in Rehabilitation (CEIR): Rehabilitation Counseling Competencies. Michigan Studies in Rehabilitation, Series 1, Monograph II. ED 169 401

Role of Self-Help Organizations in VR with Severely Disabled Individuals. Final Report, September 1, 1977 through August 3, 1978. ED 169 726

Professors

1978-79 Directory of Physics & Astronomy Staff Members. ED 170 144//

Program Administration

An Analysis of the Staffing, Organizational Placement, and General Administration of the Title I Migrant Education Program of the U.S. Office of Education. ED 170 072

Guide for AVTS and Community College Post Secondary Distributive Education. ED 169 281

Job Training Programs Need More Effective Management. Report to the Congress by the Comptroller General of the United States. ED 169 212

Learning to Manage a Minimum Competency Testing Program. ED 170 285

A PMB Primer. ED 169 623

Student Activities Programs. The Best of ERIC, Number 45. ED 169 612

Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module XV. ED 170 042

Program Attitudes

The 'Leaving School Early' Students: Characteristics and Opinions. ED 169 466

Program Budgeting

A PMB Primer. ED 169 623

Program Costs

Access to Equal Educational Opportunity in North Carolina. The Report of the Governor's Commission on Public School Finance. ED 170 439

A Plan for Application of Communications Satellites in Education (Special Education Satellite Project). The Final Report/Proposal. Technical and Cost Proposals. ED 169 886

A Program Review of Secondary Vocational Education in Ohio: Job Placement & State Funding. Staff Research Report No. 126. ED 169 283

Program Descriptions

Alternative Concepts of Vocational Education. ED 169 285

Bad Cases Make Bad Law Let's Improve Pre-litigation Labor Relations Practices in Schools. ED 169 642//

Film and the Humanities. ED 169 921

Interdependence: A Handbook for Environmental Education. ED 170 135

Literacy Documentation. Volume VII, Number 1, 1978. ED 169 207

Planning for Applications of Communications Satellites in Education. ED 169 887

Youth Action to Improve the Environment. A 4-H Community Development Project. 4-H Leaders' Guide. ED 170 157

Program Design

Accountability in the Gymnasium: A Behavior Analysis Approach. ED 170 294

Designing Inservice Programs: Assessing Needs and Determining Goals. ED 170 269//

Effective Educational Radio: An Approach to Analyzing Programs. ED 169 919

Inservice Education: The State of the Scene. ED 170 295

Project CDCC: A Michigan Demonstration Project. ED 169 246

Project CDCC: A Michigan Demonstration Project. ED 169 247

Strategies for Family Impact Analysis. ED 169 445

Teacher Designed Inservice Education: Discussion Guide. ED 170 265

Program Development

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume III: Policy Recommendations. ED 170 407

Assessment of Needs and Implementation of Client-based Programmes. and On-Going Assessment of Work Undertaken by Trainees. The Granville Project . ED 169 704

California Community College Foster Parent Training Project: First Interim Report. ED 169 987

Center for Instructional Development, 1977-78. Third Annual Report. ED 169 794

The Certificate in Aging Studies: A Development Model for the 1980's. ED 170 195

Community Based Career Education Advisory Councils: A Mechanism for Local Collaborative Efforts. ED 169 388

The Conceptualization, Development and Implementation of a Comprehensive Guidance Model. Georgia Comprehensive K-14 Career Guidance Project. Final Report, July 1, 1975 through June 30, 1977. ED 169 239

Conference Report: Adult Learning Needs and the Demand for Lifelong Learning. ED 169 384

Controlling Crime in the School: A Complete Security Handbook for Administrators. ED 169 678//

Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium. ED 169 223

Desirability and Implementation of IGE/Secondary Schooling in Selected Innovative High Schools. Tehnical Report No. 493. ED 169 624

The Development of an Elementary Teacher Education Center. ED 169 471

Development of a Self Instructional Course for Library Orientation at Mankato State University. ED 169 894

Educational Polity and Curriculum Design. ED 170 251

Establishment of Instructional Planning and Management Information Systems to Monitor the Education of Exceptional Children. ED 169 719

Fiscal Year 1979 Maryland Amended Annual Program Plan Under Part B of the Education of the Handicapped Act as Amended by Public Law 94-142. ED 169 740

Future Directions for a Learning Society. ED 169 215

Generating and Implementing School Based Management of Program Development. ED 170 164

Guide for AVTS and Community College Post Secondary Distributive Education. ED 169 281

Improving Instructional Skills of Health Science Educators. ED 170 277

Mainstreaming. Special Education Is a Part Of, Not a Part From, Regular Education. Background and Guidelines. ED 169 717

A Model for the Planning and Organisation of Work Preparation Facilities for the Mildly Intellectually Handicapped. The Granville Project . ED 169 701

Nebraska State Plan Career Education Project. Final Performance Report for Period Ending June 30, 1977. ED 169 219

A New Look at Journalism Internships and Related Newspaper Training. ED 169 538

Operation and Management Profiles: A Multi-Dimensional Analysis of Successful Urban Educational Programs. ED 170 412

Profile of Teacher Education in Oregon: 1967-77. ED 170 275

Program Development for the Acquisition of Work and Social Skills. The Granville Project . ED 169 698

A Program for Reading and Language Development. An Adopter's Guide. ED 169 474//

Project CDCC: Coloma Community School District, Coloma, Michigan. A Submission to the Joint Dissemination Review Panel. ED 169 245

A Systems Management Approach to Career Education. Annual Report. ED 169 211

Teaching Adults to Read. ED 169 518

Training Guide: Sex Equity in Leadership Development Project, 1977-1978. ED 170 427

Programed Instruction

A Program for Reading and Language Development. An Adopter's Guide. ED 169 474//

Program Effectiveness

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume II Appendix: Case Study Summaries. ED 170 406

An Assessment of Emergency School Aid Act (ESAA) Program Operations, Volume III: Policy Recommendations. ED 170 407

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume I: The Targeting of ESAA Grants and Grant Funds, and Volume II: The Focus of ESAA Projects. ED 170 405

Cognitive Dissonance and the Affective Domain in Collegiate Compensatory Education. ED 170 414

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume I. ED 170 434

Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium. ED 169 223

The Effectiveness of the Washington Occupation Information Service (WOIS) as a Career Guidance Instrument for Youth Employment Training Program (YETP) Clients: An Evaluation of Training and Implementation in 21 Washington State Comprehensive Employment Training Act (CETA) Sites. ED 169 220

Elementary School Process Curricula A Meta-Analysis. ED 170 333

The EXCEL Program for Excellence in Education: An Assessment. ED 170 404

Handbook of Program Evaluation Studies. Michigan Studies in Rehabilitation, Utilization Series Number 1. ED 169 402

Inservice Education: The State of the Scene. ED 170 295

Job Training Programs Need More Effective Management. Report to the Congress by the Comptroller General of the United States. ED 169 212

Literacy Evaluation. Literacy Bibliographies 8. ED 169 209

Migrant Education Evaluation Report 1977-1978. Title I ESEA. Idaho State Department of Education. State Annual Evaluation Report. ED 170 103

More Effective Management is Needed to Improve the Quality of the Summer Youth Employment Program. Report by the Comptroller General of the United States. ED 170 420

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report. ED 169 224

A Survey of Community/Junior Colleges in the United States to Determine the Extent of Interest and Development of Band Programs Involving Area Adults. American School Band Directors' Association. Research Committee Reports for the Annual Convention (24th, Atlantic City, New Jersey, 1976). ED 170 234

Urban Education Studies: Assimilation of Programs into Continuing District Operations. ED 170 413

Program Evaluation

Access to Equal Educational Opportunity in North Carolina. A Condensed Version of the Report of the Governor's Study Commission on Public School Finance of North Carolina. ED 170 440

Achievement Testing of Disadvantaged and Minority Students for Educational Program Evaluation. ED 170 380//

An Assessment of Emergency School Aid Act (ESAA) Program Operations. Volume I: The Targeting of ESAA Grants and Grant Funds, and Volume II: The Focus of ESAA Projects. ED 170 405

Assisting School Districts in Upgrading or Establishing Evaluation Capabilities. ED 170 360

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume I. ED 170 434

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume II. ED 170 435

Demonstration Senior High Schools: A Career Education Demonstration and Replication Effort. A Final Report from the Florida Career Education Demonstration Consortium. ED 169 223

Design Report Draft Evaluation of the Child and Family Resource Program. Volume I. ED 170 058

The Development of an Elementary Teacher Education Center. ED 169 471

Educational Evaluation: Key Characteristics. ACER Research Series No. 102. ED 170 339

Elementary School Process Curricula A Meta-Analysis. ED 170 333

Evaluating Experiential Learning Programs. ED 170 357

Evaluating Functional Literacy. ED 169 498

Evaluation Checklist for an Instructional Program: Task Definition. ED 170 373

An Evaluation of TCITY: The Twin City Institute for Talented Youth. Report #1 in Evaluation Report Series. ED 170 342

Evaluation Research and Psychology: Toward Synthesis. ED 169 414

The Feasibility of the Utah Model for Industrial Arts for Serving a Career Exploration Purpose in Middle and Junior High Schools. Final Report. ED 169 226

Followup Studies at Tennessee Technological University: A Model for Teacher Evaluation. ED 170 142

Handbook of Program Evaluation Studies. Michigan Studies in Rehabilitation, Utilization Series Number 1. ED 169 402

Literacy Evaluation. Literacy Bibliographies 8. ED 169 209

Middle School/Junior High School Evaluative Criteria. A Guide for School Improvement. Revised Edition. ED 170 334//

A Model for the Evaluation of Vocational Preparation Programs for the Learning Disabled. ED 169 706

My School of Experience: Lessons Learned. ED 170 256

Open Access, Satellite Education Service (OASES): Final Annual Report. ED 170 001

Operation and Management Profiles: A Multi-Dimensional Analysis of Successful Urban Educational Programs. ED 170 412

Profile of Teacher Education in Oregon: 1967-77. ED 170 275

A Program Review of Secondary Vocational Education in Ohio: Job Placement & State Funding. Staff Research Report No. 126. ED 169 283

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report. ED 169 224

Relationships Between Success in an Education Program and Success in the Teaching Profession. ED 170 291

Special Education Competencies for Teachers Project. Final Report, Year II: A Validation Study in Identification and Measurement. ED 169 708

Studies of School Evaluation Practice. ED 170 345

Transition: An Evaluation of the First Year of an Innovative Freshman Program at North Carolina State University. ED 169 864

Urban Education Studies: Assimilation of Programs into Continuing District Operations. ED 170 413

Vocational Education through Cooperative Work Experience. Final Report. ED 169 244

Washington State Johnson-O'Malley Indian Education 1977-78 Annual Report. ED 170 086

YA Program Sourcebook. ED 169 911

Program Improvement

A Comparison of Career Education Information and Technical Assistance Systems. A Report Prepared for the National Advisory Council for Career Education. ED 169 275

Job Training Programs Need More Effective Management. Report to the Congress by the Comptroller General of the United States. ED 169 212

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program through an Exemplary Model. Evaluation Report. ED 169 224

Programing

CS 237 Fortran for Business. Course Guide. ED 169 947

A Programmable Calculator Activity, x 1/x = 1. ED 170 117

Using Programmable Calculators to Evaluate Complicated Formulas. ED 170 116

Programing (Broadcast)

Effective Educational Radio: An Approach to Analyzing Programs. ED 169 919

Programing Languages

Computer Manual. ED 169 912

Program Planning

Controlling Crime in the School: A Complete Security Handbook for Administrators. ED 169 678//

Designing Inservice Programs: Assessing Needs and Determining Goals. ED 170 269//

Development of a Self Instructional Course for Library Orientation at Mankato State University. ED 169 894

Interstate Migrant Education Task Force. Third Interim Report: Findings and Recommendations. Report No. 127. ED 170 106

A Knowledge Development Plan for Youth Initiatives, Fiscal 1979. ED 169 221

A Model for the Planning and Organisation of Work Preparation Facilities for the Mildly Intellectually Handicapped. The Granville Project . ED 169 701

A Plan for Application of Communications Satellites in Education (Special Education Satellite Project). The Final Report/Proposal. Technical and Cost Proposals. ED 169 886

A PMB Primer. ED 169 623

A Program for Reading and Language Development. An Adopter's Guide. ED 169 474//

Program Proposals

A Plan for Application of Communications Satellites in Education (Special Education Satellite Project). The Final Report/Proposal. Technical and Cost Proposals. ED 169 886

Pour une Ecole de Masse a Batir Maintenant. Proposition d'Ecole Build a School for the Masses Now. Proposal for a School . ED 170 398

Program Validation

Evaluation Research and Psychology: Toward Synthesis. ED 169 414

The Role of Evaluation in a Mission Oriented Foundation. ED 170 352

Progressive Relaxation

Application of Biofeedback/Relaxation Training to Exceptional Children. ED 169 739

Project Follow Through

Elementary School Process Curricula A Meta-Analysis. ED 170 333

Project Head Start

Design Report Draft Evaluation of the Child and Family Resource Program. Volume I. ED 170 058

Report of Baseline Data: Evaluation of the Child and Family Resource Program. Volume II. ED 170 059

Project Hope

PROJECT HOPE: A Model for Developing Innovative Work Evaluation/Experience Programs for Severely Disabled Secondary School Students. ED 169 690

Project ICE

Environmental Education Guide; Language Arts 7-8. ED 169 563

Environmental Education Guide; Language Arts 9-12. ED 169 564

Project LINC

Project LINC: Learning in Integrated Classrooms. Final Program Performance Report and Third Annual Interim Report. July 1, 1975 - June 30, 1978. ED 169 686

Projects

Arts and Humanities: Perspectives. A First Report (1979) of Project H.E.L.P. (Humanities Education Liaison Program). ED 170 208

Center for Instructional Development, 1977-78. Third Annual Report. ED 169 794

Pronouns

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Proposition 13 (California 1978)

Proposition 13 First Year Effects: An ACCT Special Report to Trustees and Chief Executives of California's Community Colleges. ED 170 000

Prose

Item Writing for Domain-Based Tests of Prose Learning. ED 170 365

Prosocial Behavior

Choices, Regrets, and Lousy Models (with Reference to Prosocial Development). ED 170 019

Protection and Advocacy Systems

Statewide Advocacy Systems for the Developmentally Disabled-Profiles in Innovation. Executive Summary of Study Report. ED 169 725

Psychiatric Services
Implications of Licensure, Certification and Credentialling for Minority Providers. ED 170 432
Native Perspectives on Alcoholism, Drug Abuse and Mental Health: Healing in a Cultural-Plural Context. ED 170 431

Psycholinguistics
The Identification of Bilingual Handicapped Students. ED 169 709

Psychological Characteristics
Reactions to Frustration and Anxiety by Indian and White Adolescents. ED 170 083
Review of Research on the Characteristics of Low Status College Students. ED 170 436

Psychological Needs
The Secret of Little Ned. Listening to Children: Children Should Be Seen and Heard. Student Guide Footsteps. Report Number 12. ED 169 938
Two to Get Ready. Preparing for Parenthood: Two Heads are Better Than One. Student Guide Footsteps. Report Number 4. ED 169 930

Psychological Patterns
When Individual Dispositions and Social Pressure Conflict: A Catastrophe. ED 169 435

Psychological Services
Implications of Licensure, Certification and Credentialling for Minority Providers. ED 170 432

Psychological Studies
Evaluation Research and Psychology: Toward Synthesis. ED 169 414
Memory for a Salient Childhood Event. ED 170 070
Peer Acceptance and Social Skill Training: The Selection of Program Content. ED 170 034

Psychological Theories
The Future of Piaget's Theory in Education. ED 170 060

Psychologists
Problems and Prospects in Training Psychologists to Consult with Physicians. ED 169 428

Psychology
Goals of Psychology Undergraduates: Majors and Non-Majors. ED 169 405
High School Psychology. ED 170 223
Transition: An Evaluation of the First Year of an Innovative Freshman Program at North Carolina State University. ED 169 864

Psychomotor Skills
Research on Methods of Synthetic Performance Testing. Final Report. ED 170 346

Psychophysiology
A Model of Maternal Coping with Childbirth: Implications for Research and Methodology. ED 169 407

Psychotherapy
Logotherapy as a Bridge Between Religion and Psychotherapy. ED 169 456

Public Administration Education
Undergraduate Public Policy Programs: Public Policy Studies as Liberal Education. Forum for Liberal Education, March 1979. ED 169 810

Publications
A Look at Journalism Reviews. ED 169 528

Public Education
Pour une Ecole de Masse a Batir Maintenant. Pruposition d'Ecole Build a School for the Masses Now. Proposal for a School . ED 170 398

Public Health
Data Systems of the National Center for Health Statistics. ED 169 893
Primary Health Care. Report of the International Conference on Primary Health Care, Alma-Ata, USSR, 6-12 September 1978. ED 170 194

Public Health Legislation
Child Health Assessment Act and Increased Medicaid Funding for Puerto Rico. Hearing Before the Subcommittee on Health of the Committee on Finance, United States Senate, Ninety-Fifth Congress, Second Session on H.R. 9434 and S. 1392. ED 170 023

Public Higher Education
Faculty Salaries in California Public Higher Education, 1979-1980. Final Report. ED 169 829
State Postsecondary Education Institutional Authorization and Oversight. A National Report and Inservice Education Program. Proceedings of the Conference (Colorado Springs, Colorado, July 11-14, 1978). Report No. 114. ED 169 822

Publicize
Adoption of Energy Conservation among California Homeowners. ED 169 598
Using Community-Based Marketing Research to Increase Enrollments. ED 170 009

Public Law 94-142
TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 1. ED 170 297

Public Libraries
The Chicago Public Library Annual Report, 1969-1976. ED 169 880
A Status Report on Levels of Library and Information Services of Utah Libraries. ED 169 885
Use of Government Documents in Small and Medium-Sized Kentucky Libraries and Future Utilization Prospects. ED 169 910

Public Opinion
NIE Curriculum Development Issues. Guides for Public Discussion. ED 170 243
Proceedings of the Great Literacy Crisis Symposium, San Diego State University, October 2, 1978. ED 169 519
The Soft Start of the Danish Schools: Learning to Read Slowly. ED 169 485
Volunteer Ascertainment Panels. ED 169 878

Public Policy
Desegregation Its Inequities and Paradoxes: Toward an Equitable and Just Educational Policy for Afro-Americans. Educational Policy for Afro-Americans. ED 170 424
Family Policy: Government and Families in Fourteen Countries. ED 170 065//
Legal Language: What Is It and What Can We Do About It? ED 169 758
Proceedings of the Great Literacy Crisis Symposium, San Diego State University, October 2, 1978. ED 169 519
Undergraduate Public Policy Programs: Public Policy Studies as Liberal Education. Forum for Liberal Education, March 1979. ED 169 810

Public Relations
Mapping New Schools. 3: Mapping Your School's Environment. Part 3 in a Series of Four New-School Planning Guides. ED 169 629
The Rocky Road to Technical Writing Pave It With P. R. ED 169 541
Title I Communication Starter Kit. ED 170 438

Public Schools
The Catholic Community and the Integration of Public and Catholic Schools. ED 170 433
What Drives'' the Schools? ED 170 263

Public School Systems
Toward Excellence in Education. ED 170 296

Public Service Occupations
Firefighters. Grade Two. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 258
Pet Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 259
Police Workers. Grade 4. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 267
Postal Workers. Grade Four. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 266

Public Speaking
Policy Systems Debate: A Universal Paradigm of Argumentation Theory. ED 169 570

Public Support
Status of Day Care in Canada 1978: A Review of the Major Findings of the National Day Care Study 1978. ED 170 048

Public Television
Volunteer Ascertainment Panels. ED 169 878

Publishing Industry
Quality, the Endless Frontier. A Role for the Federal Government in Education. ED 170 258
The Purdue Interest Questionnaire An Interest Inventory to Assist Engineering Students in Their Career Planning. ED 170 312

Purdue University IN
An Action Research Proposal To Provide Educational Equity Opportunities For Women in Engineering. ED 169 793

Q Type Factor Analysis
Q-Type Factor Analysis of Healthy Aged Men. ED 170 329

Qualitative Data
Classificational Methods for the Psychometric Evaluation of Screening Procedures. ED 170 045

Quality of Life
Eastern Kentuckians View Their Quality of Life: Implications for Development. ED 170 092
Housing Characteristics and Quality of Multigenerational Households. ED 169 464
Social Indicators of Family Life Satisfaction: A Comparison of Husbands and Wives. ED 169 423

Quebec
Education et Developpement. Une Approche aux Interventions d'Education en Milieux Defavorises. MEQ, Mars 1975. ED 170 402
La CEQ et la Question Nationale et Linguistique. ED 170 399
La Question Linguistique, Element de la Question Nationale. ED 170 400

Questioning Techniques
Investigations in Science Education, Vol. 5, No. 3, 1979. Expanded Abstracts and Critical Analyses of Recent Research. ED 170 175
Questioning Strategies to Develop Critical Thinking Skills. ED 169 486

Questionnaires
Desirability and Implementation of IGE/Secondary Schooling in Selected Innovative High Schools. Tehnical Report No. 493. ED 169 624
A Guide to the Client Assessment Package. ED 169 883
Mental Health Consultant Reports of the Field Trials of Instruments for Surveying Problems in Schools. ED 170 309
Questionnaire Construction for Maximum Survey Response. ED 170 006
A Study of Factors that Influence Response Rate Using a Questionnaire on Questionnaires. ED 170 377
Survey of Participants in the 1975 Adventure Education Colloquium. Taft Campus Occasional Paper No. 26. ED 170 089
Validation of Techniques Utilized to Maximize Survey Response Rates. ED 169 966

Race Influences
Out-of-School Determinants of Elementary School Achievement. ED 170 067

Race Relations
School Practices that Improve Race Relations: A Reanalysis. Report No. 264. ED 170 437

Racial Attitudes
Conceptual Problems in Desegregation Research. ED 169 443
Counseling Nonwhite Students in an Era of Integration. ED 169 458
The Role of Cognition in Children's Explanations and Preferences for Skin-Color. ED 170 032
School Practices that Improve Race Relations: A Reanalysis. Report No. 264. ED 170 437

Racial Differences
Conceptual Problems in Desegregation Research. ED 169 443
Racial Discrimination and the Price of Ghetto Housing in City and Suburb: Some Recent Evidence. Discussion Paper D77-2. ED 170 389//

Racial Discrimination
The Black Protest Tradition of Historically Black Colleges: A Comparative Analysis of Historically Black and Historically White Institutions. ED 170 410//
Desegregation Its Inequities and Paradoxes: Toward an Equitable and Just Educational Policy for Afro-Americans. Educational Policy for Afro-Americans. ED 170 424
Economic Incentives, Institutions, and Racial Discrimination: The Case of Real Estate Brokers. Discussion Paper D78-4. ED 170 391//
Prejudice and Discrimination in the Urban Housing Market. Discussion Paper D77-9. ED 170 390//
Racial Discrimination in the Boston Housing Market. Discussion Paper D76-6. ED 170 386
Racial Transition and Public Policy. Policy Note P78-1. ED 170 392//
The Role of Cognition in Children's Explanations and Preferences for Skin-Color. ED 170 032

Racial Factors
Racial Discrimination and the Price of Ghetto Housing in City and Suburb: Some Recent Evidence. Discussion Paper D77-2. ED 170 389//
Racial Discrimination in the Boston Housing Market. Discussion Paper D76-6. ED 170 386
Racial Transition and Public Policy. Policy Note P78-1. ED 170 392//

Racially Balanced Schools
Desegregation Its Inequities and Paradoxes: Toward an Equitable and Just Educational Policy for Afro-Americans. Educational Policy for Afro-Americans. ED 170 424

Radioactive Substances
Techniques of Water-Resources Investigations of the United States Geological Survey. Book 5, Laboratory Analysis. Chapter A5. Methods for Determination of Radioactive Substances in Water and Fluvial Sediments. ED 170 140

Radio Technology
T & I Radio and Television Repair. Kit No. 70. Instructor's Manual and Student Learning Activity Package. ED 169 359

Rape
Social Context Variables in the Social Perception of Rape. ED 169 447
A Survey of Sexual Abuse in the Population at Large: Some Policy Implications. ED 169 462

Rating Scales
Influence of Item Direction on Student Responses in Attitude Assessment. ED 170 366
An Investigation into the Prestige Structure of Agricultural Occupations. ED 170 074
Perceptions of Developmental Skills (PODS): A Multi-Source Rating Profile of Functional Capabilities for the Preschool Child. Research Edition. A Descriptive Manual. ED 170 344

Rational Therapy
A Model for Teaching Rational Behavior Therapy in a Public School Setting. ED 169 415

Ratios (Mathematics)
MEAP Support Materials for Mathematics. ED 170 149

Rats
Nutrient Requirements of Domestic Animals, Number 10: Nutrient Requirements of Laboratory Animals. Third Revised Edition, 1978. ED 170 146

Reaction Time
Familiarization and the Development of Attention: Verbal vs. Non-Verbal Materials. ED 170 047

Reactive Behavior
Children With Serious Illness: Behavioral Correlates of Separation and Isolation. ED 169 408
Exploring the Effectiveness of Reinforcement in Covert Reinforcement Therapy: A Case Study. ED 169 420
How Sexual Orientation and Physical Attractiveness Affect Impressions of Males. ED 169 438
A Model of Maternal Coping with Childbirth: Implications for Research and Methodology. ED 169 407
Riskiness in the Elderly: Attitudes of Young and Elderly Adults. ED 169 455

Readability
A Comparison of the Readability Levels of Selected Books in the Nancy Drew, Hardy Boys, and Little House'' Series. ED 169 512
A Comparison of the Readability of Materials Commonly Used by Adults with the Average Adult Reading Level in the United States. ED 169 508
A Study to Determine the Reading Levels of the Math Texts in Grades 1 through 6 Published by Holt, Reinhart and Winston, Scott, Foresman and Field Education Publishers. ED 169 504

Readability Formulas
A Comparison of the Readability Levels of Selected Books in the Nancy Drew, Hardy Boys, and Little House'' Series. ED 169 512

Reading
Albuquerque's Environmental Story. ED 170 118
The Special Education Core Curriculum Manual, Basic Level. Learning Skills, Oral Language, Reading, Mathematics. ED 169 695
A Survey on Reading as a Highly Masculine or Highly Feminine Activity. ED 169 506
Teacher Conceptions of Reading and the Impact on Instructional Behavior. ED 169 482

Reading Ability
Comparison of Word Identification Strategies with Varying Context, Word Type, and Reader Skill. ED 169 494
Do the Effects of Testwiseness Relate More to the Achievement of Remedial, Developmental, or Advanced Readers? ED 169 510

Reading Achievement
An Analysis of the Evaluation Data When ESEA, Title I Evaluation Models A1 and A2 are Empirically Field Tested Simultaneously. ED 170 358
Effect of Storytime Reading While Listening on First Grade Reading Achievement. ED 169 514
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IA Summary. ED 169 491
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IIA Technical Report. ED 169 492
An Evaluation of the Effects of a Program of Sustained Silent Reading (SSR) on Reading Achievement and Attitude toward Reading in Intermediate Grades. Final Report. ED 169 473
New Jersey Statewide Minimum Standards: Results from the Program's Second Year. Occasional Papers in Education. ED 170 338
Relationship among Student Time on Task, Orientation of Teachers, and Instructional Grouping in Elementary Reading Classes. ED 169 503
The Soft Start of the Danish Schools: Learning to Read Slowly. ED 169 485
Will Primary Grade Title I Students Demonstrate Greater Achievement in Reading With the Use of Audio-Visual Aids Than Those Who Haven't Utilized the Same Media? ED 169 509

Reading Attitudes
The Effects of Socioeconomic Differences on First Grade Children's Expectations of and Attitudes toward Reading. ED 169 490
An Evaluation of the Effects of a Program of Sustained Silent Reading (SSR) on Reading Achievement and Attitude toward Reading in Intermediate Grades. Final Report. ED 169 473
Schemata for Reading and Reading Comprehension Performance. Technical Report No. 120. ED 169 520
A Survey on Reading as a Highly Masculine or Highly Feminine Activity. ED 169 506

Reading Comprehension
A Case Study of Word Assignation Strategies of Skilled Adult Readers. ED 169 497
A Comparison of Oral Reading and Silent Reading on a Standardized Reading Achievement Test. ED 169 513
Course Outline for Clinical Reading at the High School Level. ED 169 480
The Effect of Background Knowledge on Young Children's Comprehension of Explicit and Implicit Information. Technical Report No. 116. ED 169 521
Effects of Embedded Anomalies and Oral Reading Errors on Children's Understanding of Stories. Technical Report No. 118. ED 169 524
Effects of Sexist vs. Non-Sexist Reading Materials on Children's Preferences, Sex Role Attitudes, and Comprehension. ED 169 496
Effects of the Reader's Schema at Different Points in Time. Technical Report No. 119. ED 169 523
Meaning Based Testing and Curriculum Implications. ED 169 481
Measures of Comprehension. ED 169 488
Reading Comprehension at Four Linguistic Levels. ED 169 515
Reading Comprehension. Bulletin No. 9511. ED 169 502
Reading: Going Beyond the Information Given. ED 169 525
Schemata for Reading and Reading Comprehension Performance. Technical Report No. 120. ED 169 520
Teaching Reading Comprehension: Theory and Practice. ED 169 478

Reading Diagnosis
Measures of Comprehension. ED 169 488
The Relationship between Diagnosis and Remediation in Reading: A Pilot Study. Research Series No. 37. ED 169 475

Reading Difficulty
Learned Helplessness in Children with Reading Difficulties. ED 169 500
The Relationship between Diagnosis and Remediation in Reading: A Pilot Study. Research Series No. 37. ED 169 475

Reading Games
Parents are Reading Teachers Too! ED 169 517

Reading Improvement
Effect of Storytime Reading While Listening on First Grade Reading Achievement. ED 169 514
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IA Summary. ED 169 491
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IIA Technical Report. ED 169 492
Organizing for Instruction. ED 169 483

Reading Instruction
Ataatalugiik (Grandchild with Grandfather). ED 169 765
Avaqqanam Quliaqtuaqtanik: I. Oupqugiaq; II. Inuqulligaurat (I. The Ten-Legged Polar Bear; II. Dwarves). ED 169 766
Avilaitqatigiik (The Two Friends). ED 169 761
Beginning Reading in Sweden. ED 169 470
Course Outline for Clinical Reading at the High School Level. ED 169 480
The Development of an Elementary Teacher Education Center. ED 169 471
Digelas Tukda (The Story of a Tanaina Chief). ED 169 763
Do the Effects of Testwiseness Relate More to the Achievement of Remedial, Developmental, or Advanced Readers? ED 169 510
Gineerinlyaa (Poems). ED 169 769
Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook). ED 169 770
Listening: Its Impact at All Levels on Reading and the Other Language Arts. Revised Edition. ED 169 537
Meaning Based Testing and Curriculum Implications. ED 169 481
Ndal Tsukdu Gheldzay Tsukdu (Crane Story and Moon Story). ED 169 762
Organizing for Instruction. ED 169 483
Otayahuk Ungazimi (Otayahuk in Ungaziq). ED 169 772
Piyaataalghiit (Going for a Walk). ED 169 752
A Program for Reading and Language Development. An Adopter's Guide. ED 169 474//
Qanuq Kayuqtuq Kaviqsiruaq (How the Fox Turned Red). ED 169 760
Reading Comprehension at Four Linguistic Levels. ED 169 515
Reading Comprehension. Bulletin No. 9511. ED 169 502
Relationship among Student Time on Task, Orientation of Teachers, and Instructional Grouping in Elementary Reading Classes. ED 169 503
The Soft Start of the Danish Schools: Learning to Read Slowly. ED 169 485
Suvali Una? (And What Is This One Doing?). ED 169 753
Teacher Conceptions of Reading and the Impact on Instructional Behavior. ED 169 482
Teaching Adults to Read. ED 169 518
Teaching Reading Comprehension: Theory and Practice. ED 169 478
Title I in Ohio, Fiscal 1978. Thirteenth Annual Evaluation, Title I, Elementary and Secondary Education Act. ED 169 499
Tongass Texts. ED 169 771
Training Classroom Teachers and Specialists in Reading. ED 169 469
Unangam Ungiikangin I (Aleut Traditions). ED 169 767
Vak'aandaii (Touch It). ED 169 764
Will Primary Grade Title I Students Demonstrate Greater Achievement in Reading With the Use of Audio-Visual Aids Than Those Who Haven't Utilized the Same Media? ED 169 509
3000 Instant Words. ED 169 516//

Reading Interests
Effects of Sexist vs. Non-Sexist Reading Materials on Children's Preferences, Sex Role Attitudes, and Comprehension. ED 169 496
The Relationship of the Expressed Reading Interests of Fourth Grade Students to Their Free Selection Library Book Choices. ED 169 505

Reading Level
A Study to Determine the Reading Levels of the Math Texts in Grades 1 through 6 Published by Holt, Reinhart and Winston, Scott, Foresman and Field Education Publishers. ED 169 504

Reading Materials
Avilaitqatigiik (The Two Friends). ED 169 761
The Effect of Background Knowledge on Young Children's Comprehension of Explicit and Implicit Information. Technical Report No. 116. ED 169 521
Effects of Sexist vs. Non-Sexist Reading Materials on Children's Preferences, Sex Role Attitudes, and Comprehension. ED 169 496
Gineerinlyaa (Poems). ED 169 769
Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook). ED 169 770
Las Tres Comidas del Dia (The Three Meals of the Day). ED 170 097
Ndal Tsukdu Gheldzay Tsukdu (Crane Story and Moon Story). ED 169 762
Qanuq Kayuqtuq Kaviqsiruaq (How the Fox Turned Red). ED 169 760
Suvali Una? (And What Is This One Doing?). ED 169 753
Tongass Texts. ED 169 771

Reading Material Selection
The Evaluation Process. ED 169 543
The Relationship of the Expressed Reading Interests of Fourth Grade Students to Their Free Selection Library Book Choices. ED 169 505

Reading Processes
Children's Production of Plurals: The Influence of Print. ED 169 493
Comparison of Word Identification Strategies with Varying Context, Word Type, and Reader Skill. ED 169 494
The Effect of Background Knowledge on Young Children's Comprehension of Explicit and Implicit Information. Technical Report No. 116. ED 169 521
A Processing Activities Approach to Memory for Prose. ED 169 526
Reading Comprehension. Bulletin No. 9511. ED 169 502
Schemata for Reading and Reading Comprehension Performance. Technical Report No. 120. ED 169 520
Solving Problems in Deductive Reasoning: Three Experimental Studies of Adult Second Language Learners. Working Papers on Bilingualism, No. 17. ED 169 773
Structural and Thematic Variations on Fourth Graders' Types of Recall. ED 170 063

Reading Programs
Bilingual Reading. ED 169 751
Critical Reading and Thinking Skills in Programs for the Gifted Child. ED 169 511
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IA Summary. ED 169 491
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IIA Technical Report. ED 169 492
Reading: Going Beyond the Information Given. ED 169 525
Report of the Mighty Moose Reading Project, 1977-1978. ED 169 501

Reading Readiness
Beginning Reading in Sweden. ED 169 470
Parents are Reading Teachers Too! ED 169 517

Reading Research
Beginning Reading in Sweden. ED 169 470
Comparison of Word Identification Strategies with Varying Context, Word Type, and Reader Skill. ED 169 494
Effects of Embedded Anomalies and Oral Reading Errors on Children's Understanding of Stories. Technical Report No. 118. ED 169 524
Effects of Sexist vs. Non-Sexist Reading Materials on Children's Preferences, Sex Role Attitudes, and Comprehension. ED 169 496
Effects of the Reader's Schema at Different Points in Time. Technical Report No. 119. ED 169 523
An Evaluation of the Effects of a Program of Sustained Silent Reading (SSR) on Reading Achievement and Attitude toward Reading in Intermediate Grades. Final Report. ED 169 473
On the Dialect Question and Reading. Technical Report No. 121. ED 169 522
Oral Reading: A Tool for Student Assessment and Teacher Training. ED 169 476
A Processing Activities Approach to Memory for Prose. ED 169 526
Reading Comprehension at Four Linguistic Levels. ED 169 515
The Relationship between Diagnosis and Remediation in Reading: A Pilot Study. Research Series No. 37. ED 169 475
Teacher Conceptions of Reading and the Impact on Instructional Behavior. ED 169 482
Teaching Reading Comprehension: Theory and Practice. ED 169 478

Reading Skills
A Comparison of the Readability of Materials Commonly Used by Adults with the Average Adult Reading Level in the United States. ED 169 508
A Comparison of Two Methods of Teaching a Reading Task to Mildly Intellectually Handicapped Adolescents. The Granville Project . ED 169 699
Course Outline for Clinical Reading at the High School Level. ED 169 480
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IA Summary. ED 169 491
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IIA Technical Report. ED 169 492
Post Literacy. Literacy Bibliographies 6. ED 169 210
Schemata for Reading and Reading Comprehension Performance. Technical Report No. 120. ED 169 520

Structural and Thematic Variations on Fourth Graders' Types of Recall. ED 170 063
The Teacher and the Reading Skills Report for Migrant Students. ED 170 078
Will Primary Grade Title I Students Demonstrate Greater Achievement in Reading With the Use of Audio-Visual Aids Than Those Who Haven't Utilized the Same Media? ED 169 509

Reading Skills Report List
The Teacher and the Reading Skills Report for Migrant Students. ED 170 078

Reading Tests
Bilingual Reading. ED 169 751
A Comparison of Oral Reading and Silent Reading on a Standardized Reading Achievement Test. ED 169 513
Instruments for Individual Assessment of Achievement. BTES. Beginning Teacher Evaluation Study. Technical Note Series. Technical Note III-3. Continuation of Phase IIIA . ED 170 304
Meaning Based Testing and Curriculum Implications. ED 169 481
Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments. ED 170 351

Reading While Listening
Effect of Storytime Reading While Listening on First Grade Reading Achievement. ED 169 514

Real Estate
Economic Incentives, Institutions, and Racial Discrimination: The Case of Real Estate Brokers. Discussion Paper D78-4. ED 170 391//

Real Estate Occupations
Economic Incentives, Institutions, and Racial Discrimination: The Case of Real Estate Brokers. Discussion Paper D78-4. ED 170 391//

Recall (Psychological)
A Case Study of Word Assignation Strategies of Skilled Adult Readers. ED 169 497
Effects of the Reader's Schema at Different Points in Time. Technical Report No. 119. ED 169 523
Memory for a Salient Childhood Event. ED 170 070
On the Psychological Reality of Text Types. Technical Report No. 91, July 1, 1978 through February 28, 1979. ED 169 489
A Processing Activities Approach to Memory for Prose. ED 169 526
Sex Differences in the Relationship of Recall to Subvocal Speech in Preschool Children. ED 170 053
Structural and Thematic Variations on Fourth Graders' Types of Recall. ED 170 063

Receptionists
Office Occupations General Clerical, Receptionist. Kit No. 65. Instructor's Manual and Student Learning Activity Guide. ED 169 354

Reception Learning
The Reception Learning Paradigm. ED 170 148

Reciprocity
A Child's Space: Personal Space Preferences of Preschool Children as a Function of Material and Tactile Stimuli. ED 169 583

Recordkeeping
Serials Manual, L. S. U. Library. ED 169 879

Recreational Reading
A Comparison of the Readability Levels of Selected Books in the Nancy Drew, Hardy Boys, and Little House'' Series. ED 169 512
The Relationship of the Expressed Reading Interests of Fourth Grade Students to Their Free Selection Library Book Choices. ED 169 505

Reduction in Force
Legal Aspects of Declining Enrollment. ED 169 649//

Reentry Students
Meeting Academic Success Needs of Re-Entry Adults. Final Report. ED 169 967

Reference Books
Moving Pictures: An Annotated Guide to Selected Film Literature With Suggestions for the Study of Film. ED 169 582//

Reference Materials
Environmental Information Resources for a Course. ED 169 895
Title I Communication Starter Kit. ED 170 438

Refrigeration Mechanics
T & I Air Conditioning. Kit No. 82. Instructor's Manual and Student Learning Activity Guide. ED 169 371

Regional Characteristics
Teaching Mountain Children: Towards a Foundation of Understanding. ED 170 090

Regional Planning
Planning: An Interface Between Traditional and Applied Geography. ED 170 225

Regional Programs
Standards for Libraries Within Regional Library Systems in Saskatchewan. ED 169 884

Rehabilitation
Eleventh Annual Distinguished Lectures Series in Special Education and Rehabilitation. ED 170 388//
The Granville Project. ED 169 696
A Project to Demonstrate the Role of a Rehabilitation Team in Providing Comprehensive Services to the Older Legally Blind on an Itinerant Basis. Final Report. ED 169 240

Rehabilitation Act 1973 (Section 504)
Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance. Federal Register. Part VI. ED 169 692

Rehabilitation Counseling
Competency Evaluation in Rehabilitation (CEIR): Rehabilitation Counseling Competencies. Michigan Studies in Rehabilitation, Series 1, Monograph II. ED 169 401
Handbook of Program Evaluation Studies. Michigan Studies in Rehabilitation, Utilization Series Number I. ED 169 402
Social Skills Training in Epilepsy Rehabilitation. ED 169 396

Rehabilitation Programs
Handbook of Program Evaluation Studies. Michigan Studies in Rehabilitation, Utilization Series Number I. ED 169 402
The Role of Employment in the Socialization of Mentally Retarded Persons. ED 169 724

Reinforcement
Exploring the Effectiveness of Reinforcement in Covert Reinforcement Therapy: A Case Study. ED 169 420

Relationship
Current Research Related to the High School Economics Curriculum. ED 170 212
Modernization Takes Command: Education in China in the Post-Mao Era. ED 170 211

Relative Clause (Language)
Interlanguage, the Monitor, and Sentence Combining. ED 169 779

Relevance (Education)
An Evaluation of the EPDA Program at the University of Hawaii. ED 170 010
Follow-Up Survey of Former Architecture Technology Students, Volume IX, No. 14. ED 169 975
The Future of Piaget's Theory in Education. ED 170 069
Strategies for Implementing Experiential Educational Programs in a Predominantly Black Institution. ED 170 418
World of Work Education and Jobs. Kit No. 39. Instructor's Manual. ED 169 328

Reliability
Data Collection Procedures for the Evaluation of Teaching Program, Phase II. Technical Report No. 5055. ED 170 340
The Eye of the Beholder: Methodological Considerations When Observers Assess Nonverbal Communication. ED 170 374
Measurement of Socio-Economic Status Some Longitudinal Data. ED 170 376

Religion
Homiletics of the Traditional Black Church. ED 169 580

Religious Conflict
The Way of Tradition: Life in an Orthodox Jewish School. ACER Research Series No. 103. ED 170 202

Religious Education
Approaches to Measurement in Religious Education. ED 170 300

Religious Factors
Logotherapy as a Bridge Between Religion and Psychotherapy. ED 169 456
Parental, Sex-Role, and Interpersonal Correlates of Religiousness in Adolescents. ED 169 422

Remedial Instruction
Multilevel Remediation in Biology, Chemistry and Mathematics. Final Report. ED 170 158

Remedial Programs
A Comparison of Title I Achievement Results Obtained Under USOE Models A1, C1 and a Mixed Model. ED 170 370
Educational Testing and Learning Clinic Year-End Statistical Report. Third Annual Report, 1977-1978. ED 169 961
Precision Teaching Project - A Program Description. The Sacajawea Plan. ED 169 729
Precision Teaching Project: Implementation Handbook. The Sacajawea Plan. ED 169 688
A Program for Reading and Language Development. An Adopter's Guide. ED 169 474//
Remedial Education: A Position Paper. ED 170 013

Remedial Reading
The Relationship between Diagnosis and Remediation in Reading: A Pilot Study. Research Series No. 37. ED 169 475
Title I in Ohio, Fiscal 1978. Thirteenth Annual Evaluation, Title I, Elementary and Secondary Education Act. ED 169 499
Will Primary Grade Title I Students Demonstrate Greater Achievement in Reading With the Use of Audio-Visual Aids Than Those Who Haven't Utilized the Same Media? ED 169 509

Remote Sensing
Remote Sensing and the Earth. ED 170 141

Reports
Literacy Documentation. Volume VII, Number 1, 1978. ED 169 207
Writing the Doctoral Dissertation. A Systematic Approach. ED 169 838//

Reproduction (Biology)
IPPF Co-operative Information Service. February 1979. ED 170 130//

Reprography
Office Occupations Stenographic, Duplicating Machine. Kit No. 9. Instructor's Manual and Student Learning Activity Guide. ED 169 298

Research
Ethnic Minority Research: Trends and Directions. ED 170 430
Federal Obligations to Universities and Colleges Rose 19% in FY 1976, Mostly in Nonscience. Science Resources Studies Highlights, May 26, 1978. ED 170 107
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Research and Development
Research and Development for Higher Education: An Overview. R & D for Higher Education 1978:8. ED 169 827

Research Criteria
Rules of Thumb from the Literature on Research and Evaluation. ED 170 353

Research Design
The Applicability of Single Subject Designs for Research on Coping Skills Training. ED 170 348
Basic Considerations in Assessing the Validity of Evaluation Designs. ED 170 369
Be Still, Be Quiet, Be Docile: What Do the Data Say? ED 170 315
Class Effects in ATI's. ED 170 362
Evaluating Experiential Learning Programs. ED 170 357
A Functional Approach to Analyzing Treatments in ATI Reearch. ED 170 367
Missing Cells and a Curious Case of Degrees of Freedom. ED 170 354
Questionnaire Construction for Maximum Survey Response. ED 170 006
Validation of Techniques Utilized to Maximize Survey Response Rates. ED 169 966

Research Methodology
Anthropological Fieldwork: Comments on its Values and Limitations. ED 170 359
Assessing the Educationally Related Needs of Adults: A Practical, Low Cost Approach. Community Colleges, Community Education. Monograph #3. ED 170 003
Choices, Regrets, and Lousy Models (with Reference to Prosocial Development). ED 170 019
Conceptual Problems in Desegregation Research. ED 169 443
Ethnic Minority Research: Trends and Directions. ED 170 430
Evaluation Research and Psychology: Toward Synthesis. ED 169 414
Investigations in Science Education, Vol. 5, No. 4, 1979. Expanded Abstracts and Critical Analyses of Recent Research . ED 170 176
A Methodological Review of Jury Research in the United States. ED 169 602
The New Calculation in Education: A Research Agenda. ED 170 169
Out-of-School Determinants of Elementary School Achievement. ED 170 067
Peer Acceptance and Social Skill Training: The Selection of Program Content. ED 170 034
Questionnaire Construction for Maximum Survey Response. ED 170 006
Rules of Thumb from the Literature on Research and Evaluation. ED 170 353
Some Key Epistemological Questions About A Theory of Practice.'' ED 170 283
Story Telling and Educational Understanding. Paper #12 in Occasional Paper Series. ED 170 314
Strategies for Family Impact Analysis. ED 169 445
Understanding Students' Understanding. Some Qualitative Aspects of the Process and Outcome of Teaching and Learning at University Level. No. 80. ED 170 336
Using Naturalistic Research for the Study of Evaluation Utilization. ED 170 378
Validation of Techniques Utilized to Maximize Survey Response Rates. ED 169 966
Volunteer Ascertainment Panels. ED 169 878

Research Needs
Changing Sex Roles. ED 170 066
Ethnic Minority Research: Trends and Directions. ED 170 430

Research Problems
Anthropological Fieldwork: Comments on its Values and Limitations. ED 170 359
Choices, Regrets, and Lousy Models (with Reference to Prosocial Development). ED 170 019
Conceptual Problems in Desegregation Research. ED 169 443
Developmental Implications of the Levels of Processing Memory Framework. ED 169 477
The Federal Government and the Protection of Research Subjects: Implication for Educational Research. ED 170 368
A Functional Approach to Analyzing Treatments in ATI Reearch. ED 170 367
The Indeterminacy of Common Factors. ED 170 330
Questionnaire Construction for Maximum Survey Response. ED 170 006
Rules of Thumb from the Literature on Research and Evaluation. ED 170 353

Research Projects
Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations. ED 169 757
Information Services on Research in Progress: A Worldwide Inventory. Final Report. ED 169 896
Literacy Documentation. Volume VII, Number 1, 1978. ED 169 207
Summaries of LSAC Sponsored Research: 1949-1974. Law School Admission Research. ED 170 322//
Summaries of LSAC Sponsored Research. 1975-1977. Law School Admission Research. ED 170 323//

Research Reviews (Publications)
Investigations with Calculators: Abstracts and Critical Analyses of Research. ED 170 134

Research Skills
Writing the Doctoral Dissertation. A Systematic Approach. ED 169 838//

Research Tools
LEXIS: Applications for Research in Communication & Law. ED 169 603

Research Utilization
Future Directions for the National Institute of Education. ED 170 253
Knowledge Production and Utilization. ED 169 666
Knowledge-Production-and Utilization: A General Model. Third Approximation. Iowa Agricultural and Home Economics Experiment Station Project No. 2218. Sociology Report No. 138. ED 169 665
The Process of Curriculum Development: Two Levels of Interpretation. ED 170 193

Resource Allocations
Access to Equal Educational Opportunity in North Carolina. A Condensed Version of the Report of the Governor's Study Commission on Public School Finance of North Carolina. ED 170 440
Access to Equal Educational Opportunity in North Carolina. The Report of the Governor's Commission on Public School Finance. ED 170 439
Actions Adopted by the Board of Governors of the California Community Colleges. ED 169 994
Budgeting in Higher Education. AAHE-ERIC/Higher Education Research Report No. 3, 1979. ED 169 875
Curriculum Development Policy Issues. ED 170 249
Proceedings of the Allocations Task Force Handicapped Students Services Program. ED 169 992

Resource Guides
Albuquerque's Environmental Story. ED 170 118
Effective Astronomy Teaching and Student Reasoning Ability: A Workshop. ED 170 168//
Environmental Information Resources for a Course. ED 169 895
Guidelines for Out-of-School Credit in Foreign Travel. ED 169 754
Remote Sensing and the Earth. ED 170 141
Standards for Nursing Education. ED 169 796

Resource Materials
American Indian Literature. A Selected Bibliography for Iowa Schools. ED 170 100
Art Education: A Guide to Information Sources. ED 170 064//
Guide to Organizations Working for Women's Educational Equity: Initial Directory. ED 170 417
Resources for Teaching Mathematics in Bilingual Classrooms. ED 170 119
Teacher Resource Guide for Metric Education. ED 170 150

Resource Room Programs
Mainstreaming: The Educational Resource Centers Model. ED 169 744
Migrant Education Evaluation Report 1977-1978. Title I ESEA. Idaho State Department of Education. State Annual Evaluation Report. ED 170 103

Resources in Education
Resources in Education (RIE). Volume 14, Number 9. ED 169 206

Response Mode
A Study of Factors that Influence Response Rate Using a Questionnaire on Questionnaires. ED 170 377

Response Style (Tests)
Calculation of Nonresponse-Adjusted Student Weights for Respondents to the NLS Base-Year and First Follow-up Surveys. RTI 22U-884-3. ED 170 301
A Comparison of Oral Reading and Silent Reading on a Standardized Reading Achievement Test. ED 169 513
Influence of Item Direction on Student Responses in Attitude Assessment. ED 170 366
A Study of Factors that Influence Response Rate Using a Questionnaire on Questionnaires. ED 170 377

Responsibility
An Analysis of the Staffing, Organizational Placement, and General Administration of the Title I Migrant Education Program of the U.S. Office of Education. ED 170 072
Environmental Education: River Policy and Procedures. ED 170 101
Social Context Variables in the Social Perception of Rape. ED 169 447

Restaurant Industry
Restaurant Industry. Grade Three. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 262

Retention
The Effects of Sex-Typed Labeling on Preschool Children's Information-Seeking and Retention. ED 170 046
Memory for a Salient Childhood Event. ED 170 070
A Processing Activities Approach to Memory for Prose. ED 169 526

Retrenchment
Proposition 13 First Year Effects: An ACCT Special Report to Trustees and Chief Executives of California's Community Colleges. ED 170 000

Reverse Discrimination
Reverse Discrimination: Recent Cases. ED 169 639//

Rewards
An Analysis of Government Training Contract Practices in Terms of Cost and Contingency Management Implications. ED 169 390

Rhetoric
The Alger Hiss Perjury Trials: A Dramatic Perspective on Legal Rhetoric. ED 169 600
The Role of Rhetoric in the Judicial Opinion: The Rhetoric of Boaventura De Sousa Santos. ED 169 569

Risk
Riskiness in the Elderly: Attitudes of Young and Elderly Adults. ED 169 455

River Acres Independent School District TX
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Salary Report #2. Principals and Assistant Principals. Administrative Information Report. ED 169 680
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Survey of Spring 1978 Degree Recipients at North Carolina State University. ED 169 855

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Review of Medical School Administrative Staff Salaries, 1976-1977. ED 169 812

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Distributive Education Product Information Fact Sheet. Kit No. 69. Instructor's Manual and Student Learning Activity Guide. ED 169 358

Sales Occupations
Distributive Education Product Information Fact Sheet. Kit No. 69. Instructor's Manual and Student Learning Activity Guide. ED 169 358

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Calculation of Nonresponse-Adjusted Student Weights for Respondents to the NLS Base-Year and First Follow-up Surveys. RTI 22U-884-3. ED 170 301
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Self Concept Picture Inventory.
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Interlanguage, the Monitor, and Sentence Combining. ED 169 779
Sentence-Combining Practice: Training that Improves Student Writing. ED 169 567
T-Unit Analysis in Second Language Research: Applications, Problems, and Limitations. ED 169 790

Sentence Structure
T-Unit Analysis in Second Language Research: Applications, Problems, and Limitations. ED 169 790

Sequential Learning
Basic Principles for Designing Experience-Based Curricula. ED 170 213

Sequential Programs
A Course of Study in English Language Arts for Grades 7-9. ED 169 548
A Field Based Teacher Education Program: From Neophyte to Accomplished Professional. ED 170 284

Serials
Serials Manual, L. S. U. Library. ED 169 879

Serrano v Priest
Serrano II: Equal Access to School Resources and Fiscal Neutrality A View from Washington State. ED 169 654/

Service Station Attendants
T & I Auto Service Repair. Kit No. 14. Instructor's Manual and Student Learning Activity Guide. ED 169 303

Severely Handicapped
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T & I Tailoring. Kit No. 50. Instructor's Manual and Student Learning Activity Guide. ED 169 339

Sex Differences
Differential Teaching Methods Used with Girls and Boys of Moderate and High Achievement Levels. ED 170 027
Effect of Protagonist's Sex on Assessing Gender Differences in Moral Reasoning. ED 170 031
The Effects of Sex-Typed Labeling on Preschool Children's Information-Seeking and Retention. ED 170 046
Effects of Talker's Sex on Discrimination Scores of Normal Hearing Listeners Using CID W-22 Word Lists. ED 170 341
Equality in Science: Formula for Changing Sex Bias. Project on Sex Stereotyping in Education. ED 170 126
Equals: An Annotated Bibliography to Assist Elementary and Secondary School Teachers in Sex-Fair Counseling and Instruction. ED 169 409
The Eye of the Beholder: Methodological Considerations When Observers Assess Nonverbal Communication. ED 170 374
Gender and Adult Mid-Life Development: Critical Appraisal. ED 169 441
Looking, Smiling, Laughing, and Moving Restaurants: Sex and Age Differences. ED 169 431
Onset of Parenting and Stressful Events. ED 169 452
Parental, Sex-Role, and Interpersonal Correlates of Religiousness in Adolescents. ED 169 422
Perceptions of Same-Sex and Cross-Sex Touching: It's Better to Give Than to Receive. ED 169 417
Personality Factors and Instructional Methods ED 170 355
Psychosocial Development During Adulthood: Age and Cohort Comparisons. ED 169 413
Self-Esteem and Sex Differences in Attributional Style: Effect Upon Performance. ED 169 403
Sex Determined Consequences of Different Play Styles in Early Childhood. ED 170 055
Sex Differences in the Relationship of Recall to Subvocal Speech in Preschool Children. ED 170 053
A Study of the Relationship of the Self Concept to Student GPA, Grade Level, Age, Sex, and Social Class. ED 169 398
Supervisory Approach and Gender Related Preferences of Teachers-in-Training. ED 170 272

Sex Discrimination
Changes in the Structure of Work and the Sexual Composition of Occupations: 1870-1900. ED 170 184
Equality in Science: Formula for Changing Sex Bias. Project on Sex Stereotyping in Education. ED 170 126
ERA: Psychological, Social and Ethical Implications for Psychology. ED 169 397
Recent Developments in Sex Discrimination Litigation. ED 169 638/
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Sex Fairness
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Checking Your Balance. Guidelines for Assessing Sexism in School and Classroom Practices. ED 170 307
Equals: An Annotated Bibliography to Assist Elementary and Secondary School Teachers in Sex-Fair Counseling and Instruction. ED 169 409
Exploration Validity in Interest Measurement. ED 170 372

Sex Role
Attitudes of Professional Men and Women toward Women's Roles in Society. ED 169 391
Changing Sex Roles. ED 170 066
Differential Teaching Methods Used with Girls and Boys of Moderate and High Achievement Levels. ED 170 027
The Effects of Sex-Typed Labeling on Preschool Children's Information-Seeking and Retention. ED 170 046
Focus on the Future: Future Options/Creative Understanding through Seeing. Leader's Manual. ED 169 228
Focus on the Future. Future Options/Creative Understanding through Seeing. Picture Stimulus Sets. ED 169 229
Focus on the Future: Future Options/Creative Understanding through Seeing. Technical Manual. ED 169 227
Multidimensional Aspects of Young Children's Sex-Role Development. ED 170 068
Parental, Sex-Role, and Interpersonal Correlates of Religiousness in Adolescents. ED 169 422
The Relation of Children's Activity Preference to Sex-Typed Behavior. ED 170 052

Sex Stereotypes
Changing Sex Roles. ED 170 066
Effects of Sexist vs. Non-Sexist Reading Materials on Children's Preferences, Sex Role Attitudes, and Comprehension. ED 169 496
Equality in Science: Formula for Changing Sex Bias. Project on Sex Stereotyping in Education. ED 170 126
Focus on the Future: Future Options/Creative Understanding through Seeing. Leader's Manual. ED 169 228
Focus on the Future. Future Options/Creative Understanding through Seeing. Picture Stimulus Sets. ED 169 229
Focus on the Future: Future Options/Creative Understanding through Seeing. Technical Manual. ED 169 227
Guidelines for Using Racist/Sexist Materials in the Classroom. ED 170 429
Multidimensional Aspects of Young Children's Sex-Role Development. ED 170 068
Perceptions of Same-Sex and Cross-Sex Touching: It's Better to Give Than to Receive. ED 169 417
Stereotypes Sexistes dans L'Education. Unite et Solidarite 4 Sexists Stereotypes in Education. Unity and Solidarity 4. ED 170 395

Sexuality
How Sexual Orientation and Physical Attractiveness Affect Impressions of Males. ED 169 438
A Longitudinal Study of the Effects of a University Human Sexuality Course on Sexual Attitudes. ED 169 454
A Survey of Sexual Abuse in the Population at Large: Some Policy Implications. ED 169 462

Shadow Box Displays
Distributive Education Shadow Box Display. Kit No. 72. Instructor's Manual and Student Learning Activity Guide. ED 169 361

Sheet Metal Work
T & I Sheet Metal. Kit No. 44. Instructor's Manual and Student Learning Activity Guide. ED 169 333

Sheltered Workshops
The Role of Employment in the Socialization of Mentally Retarded Persons. ED 169 724

Sign Painters
T & I Drafting and Design, Wood Plaque. Kit No. 11. Instructor's Manual and Student Learning Activity Guide. ED 169 300

Silent Reading
A Comparison of Oral Reading and Silent Reading on a Standardized Reading Achievement Test. ED 169 513
An Evaluation of the Effects of a Program of Sustained Silent Reading (SSR) on Reading Achievement and Attitude toward Reading in Intermediate Grades. Final Report. ED 169 473

Simulation
Job Crunch: The Affirmative Action Game. ED 169 819

Simulators
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Single Subject Designs
The Applicability of Single Subject Designs for Research on Coping Skills Training. ED 170 348

Site Selection
Planning for Lutheran High Schools. Resources for Site and Facility Selection. H II. ED 169 621

Skill Development
The Applicability of Single Subject Designs for Research on Coping Skills Training. ED 170 348
Demand for Additional Job-Related Training'' by Minnesota Residents Age 16 and Over, 1977. ED 169 284
Peer Acceptance and Social Skill Training: The Selection of Program Content. ED 170 034
Selected Social Studies Skills: 88 Reinforcement Lessons for Secondary Students. ED 170 188
Social Skills Training in Epilepsy Rehabilitation. ED 169 396
A Study to Develop and Evaluate a Competency-Based Introductory Counseling Course for a Bible College. ED 169 460
Teacher's Guide for the Basic Competencies in Reasoning. ED 170 190

Skin Care
T & I Cosmetology, Skin Care. Kit No. 77. Instructor's Manual and Student Learning Activity Guide. ED 169 366

Skin Color
The Role of Cognition in Children's Explanations and Preferences for Skin-Color. ED 170 032

Small Colleges
Islands of Innovation: New and Small Community Services in the Small/Rural Community College. ED 170 004

Small Group Instruction
Clinical Problem Solving Exercises for Pre-Clinical Medical Education: A Design, Implementation and Preliminary Evaluation. ED 169 830

Small Schools
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Smoking
Smoking in Compulsory Schools: Interviews and Improvisations. Reports from the Institute of Education, University of Goteborg, No. 68, September 1978. ED 169 430

Social Attitudes
Attitudes of Professional Men and Women toward Women's Roles in Society. ED 169 391
Attitudes Toward Old Age in Five Cultures. ED 169 437
Citizenship. A Statewide Assessment in Texas. ED 170 347
Drug Use Among American High School Students 1975-1977. ED 169 453
ERA: Psychological, Social and Ethical Implications for Psychology. ED 169 397
The Influence of Knowledge on Young People's Perceptions About Wildlife. Final Project Report to the National Wildlife Federation. ED 170 167
Riskiness in the Elderly: Attitudes of Young and Elderly Adults. ED 169 455
Social Context Variables in the Social Perception of Rape. ED 169 447
Strategies for Family Impact Analysis. ED 169 445

Social Behavior
Effect of Pediatric Well Child Care on the Mother-Infant Relationship and Infant Cognitive Development. ED 170 026
When Individual Dispositions and Social Pressure Conflict: A Catastrophe. ED 169 435

Social Change
Changing Work Force Needs with Implications for Higher Education. Proceedings of the Wingspread Conference (Racine, Wisconsin, October 23-24, 1978). ED 169 995
Educational Progress and Political Developments in Trindad and Tobago, 1917-1962. ED 170 192
Educational Reform for a Changing Society: Anticipating Tomorrow's Schools. ED 169 671//
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Toward a Philosophy of Service and Leisure. ED 170 264

Social Characteristics
Toward a Philosophy of Service and Leisure. ED 170 264

Social Class
The Education of Theodore Roosevelt: Formal Learning and Its Informal Messages. ED 170 215
A Study of the Relationship of the Self Concept to Student GPA, Grade Level, Age, Sex, and Social Class. ED 169 398

Social Competence
Peer Acceptance and Social Skill Training: The Selection of Program Content. ED 170 034

Social Development
Multidimensional Aspects of Young Children's Sex-Role Development. ED 170 068
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Social Experience
Survey of Residence Hall Life at NCSU. ED 169 865

Social Factors
Psychosocial Development During Adulthood: Age and Cohort Comparisons. ED 169 413

Social History
History of Ideas at Baker University. Position Paper I. Foundations. ED 169 826
History of Ideas at Baker University. Position Paper II. Purpose and Content. ED 169 825
Introducing Students to the Western Tradition: An Interdisciplinary Approach. ED 169 824
La Question Linguistique, Element de la Question Nationale. ED 170 400
Perspectivas en Chicano Studies I (Perspectives in Chicano Studies I). ED 170 102//
Social Indicators of Family Life Satisfaction: A Comparison of Husbands and Wives. ED 169 423

Social Influences
Female Work Orientation and Marital Events. The Transition to Marriage and Motherhood. ED 169 243
IPPF Co-operative Information Service. February 1979. ED 170 130//
The Social and Behavioral Effects of Broadcast Television on Previously Untouched Audiences. Final Report. ED 169 904

Socialization
The Relation of Children's Activity Preference to Sex-Typed Behavior. ED 170 052
The Role of Employment in the Socialization of Mentally Retarded Persons. ED 169 724
Schools, Aesthetic Forms, and Social Reproduction. ED 170 210

Social Life
Factor Analysis of the McDaniel Dating Questionnaire. ED 169 465

Social Mobility
Educational Progress and Political Developments in Trindad and Tobago, 1917-1962. ED 170 192
Education and Social Structure: Providence, R.I. 1880-1925. The Research Design and the Data Collection. ED 170 220

Social Problems
The Management of Social and Economic Impacts Associated with the Construction of Large-Scale Projects: Experiences from the Western Coal Development Communities. ED 170 091
The Role of Hyperactive and Aggressive Symptomatology in Predicting Adolescent Outcome Among Hyperactive Children. ED 169 728
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Social Relations
Age-Segregation of Children. ED 170 029
Grounding a Stereotype Theory: Reference Group Variable and the Homosexual Stereotype. ED 169 595
The Value System, Code for Conduct and Levels of Social Interaction in a Midwestern Middle-Class American Community. Working Paper #96. ED 170 073

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Economic Incentives, Institutions, and Racial Discrimination: The Case of Real Estate Brokers. Discussion Paper D78-4. ED 170 391//
Education and Social Structure: Providence, R.I. 1880-1925. The Research Design and the Data Collection. ED 170 220
Female Work Orientation and Marital Events. The Transition to Marriage and Motherhood. ED 169 243

Social Sciences
Earthwatch: Designing Environmental Education into the Curriculum. Volume I, Grades 3-5. ED 170 151
Earthwatch: Designing Environmental Education into the Curriculum. Volume II, Grades 6-8. ED 170 152
The Hopes and Frustrations of an Innovator Developing a Social Science Education System. ED 170 254
Perspectivas en Chicano Studies I (Perspectives in Chicano Studies I). ED 170 102//
The Study of the Academic Employment and Graduate Enrollment Patterns and Trends of Women in Science and Engineering. Summary Report. ED 169 866

Social Services
Design Report Draft Evaluation of the Child and Family Resource Program. Volume I. ED 170 058
Report of Baseline Data: Evaluation of the Child and Family Resource Program. Volume II. ED 170 059

Social Status
ERA: Psychological, Social and Ethical Implications for Psychology. ED 169 397

Social Structure
Schools, Aesthetic Forms, and Social Reproduction. ED 170 210

Social Studies
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A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations. ED 170 214
Selected Social Studies Skills: 88 Reinforcement Lessons for Secondary Students. ED 170 188
Social Studies Teacher Education: Practices, Problems, and Recommendations. ED 170 187

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Teaching the Holocaust. ED 170 204

Social Systems
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Social Values
Social Context Variables in the Social Perception of Rape. ED 169 447

Sociocultural Patterns
Drug Use Among American High School Students 1975-1977. ED 169 453
Educational R&D in Saudi Arabia: An Ethnomethodological Analysis. ED 170 216
La Question Linguistique, Element de la Question Nationale. ED 170 400
Of Wonders Wild and New: Dreams from Zinacantan. Smithsonian Contributions to Anthropology, No. 22. ED 169 785

Socioeconomic Influences
Composite Score Analysis: Ability Index, SES Index, Some Psychological and Educational Construct Scales. National Longitudinal Study of the High School Class of 1972. RTI Project No. 884. ED 170 302
The Effects of Socioeconomic Differences on First Grade Children's Expectations of and Attitudes toward Reading. ED 169 490
The Political Polarization of Women: Where Political Scientists Went Wrong. ED 170 196
Prediction of Test Scores: California. ED 170 306

Socioeconomic Status
Measurement of Socio-Economic Status Some Longitudinal Data. ED 170 376

Sociolinguistics
ALSED Round Table. Final Report. ED 169 782

Sociology
Journalism and Social Thought in Chicago: The Case for Symbolic Interactionism in the Study of Communications in America. ED 169 527

Soil Conservation
Agriculture Soil Conservation. Kit No. 74. Instructor's Manual and Student Learning Activity Guide. ED 169 363

Solar Radiation
Fundamentals of Solar Heating. Correspondence Course. ED 170 122
Science Activities in Energy: Solar Energy II. ED 170 132
Study Guide for Fundamentals of Solar Heating: A Correspondence Course for the Airconditioning Industry. ED 170 123

South Carolina
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 1. ED 169 808
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 2. ED 169 809
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 4. ED 169 807
South Carolina College Council Study of Financial Aid, Base Year Trends. Technical Report No. 3. ED 169 806

South Carolina (Union County)
A Profile of Union County, South Carolina. ED 170 075

Space Sciences
Aeronautics and Space Report of the President: 1977 Activities. ED 170 129
Remote Sensing and the Earth. ED 170 141

Spanish
Lenguaje y Ciencias (Language and Sciences), Vol. 17, No. 2. ED 169 746

Spanish Speaking
Aprendemos de carreras (We Learn about Careers). ED 170 099
Dos Amigos... (Two Friends...). ED 170 095
Graciela Camina a la Escuela (Graciela Walks to School). ED 170 096
Las Tres Comidas del Dia (The Three Meals of the Day). ED 170 097
Resources for Teaching Mathematics in Bilingual Classrooms. ED 170 119
Un Libro de Pinturas de la Revolucion de Mexico (A Book of Drawings of Mexico's Revolution). ED 170 098

Special Education
Coordinated Vocational Academic Education. Home and Community Services Instructor's Handbook. ED 169 288
Eleventh Annual Distinguished Lectures Series in Special Education and Rehabilitation. ED 170 388//
For Parents Only...Practical Advice to Parents on Special Education. ED 169 711
A Plan for Application of Communications Satellites in Education (Special Education Satellite Project). The Final Report/Proposal. Technical and Cost Proposals. ED 169 886
Special Education Competencies for Teachers Project. Final Report, Year II: A Validation Study in Identification and Measurement. ED 169 708

Special Health Problems
Fear of Thinness: An Alternative Approach to the Treatment of Obesity. ED 169 436

Specialization
The Purdue Interest Questionnaire An Interest Inventory to Assist Engineering Students in Their Career Planning. ED 170 312

Special Libraries
A Status Report on Levels of Library and Information Services of Utah Libraries. ED 169 885

Special Services
Access II: A Guide to Massachusetts Post-Secondary Facility Libraries Serving Persons with Special Needs. ED 169 707

Specifications
A Critical Review of Content Domain Specification/Item Generation Strategies for Criterion-Referenced Tests. ED 170 382

Speech Communication
Directory of Graduate Programs in the Communication Arts and Sciences, 1979-80. ED 169 591//
Effects of Talker's Sex on Discrimination Scores of Normal Hearing Listeners Using CID W-22 Word Lists. ED 170 341
Getting Your Speech Act Together: The Pragmatic Ability of Second Language Learners. Working Papers on Bilingualism, No. 17. ED 169 778
Individual Learning Strategies: A Case Study of Three Hebrew Speakers Learning English as a Second Language. ED 169 783
An Interactive, Perceptual and Shared Perspective on Leadership: Development of a Fuzzy Measurement Procedure. ED 169 575
Lenguaje y Ciencias (Language and Sciences), Vol. 17, No. 3. ED 169 745
Oral Interpretation as Performing Performance. ED 169 571
Research in the Communication Arts and Sciences: A Review. ED 169 577
The Role of Forensics in Speech Communication: Reassessment toward the Future. ED 169 596
The Special Education Core Curriculum Manual, Basic Level. Learning Skills, Oral Language, Reading, Mathematics. ED 169 695
Training Teaching Assistants to Teach the Basic-Communication Course. ED 169 592
Zum Problem des kommunikativen Handelns, der Grammatik'' und der Vermittlung der kommunikativen Kompetenz im Bereich Deutsch als Fremdsprache'' (On the Problem of Communicative Activity of Grammar and of the Developing of Communicative Competence in the Area of German as a Foreign Language). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 24. ED 169 747

Speech Curriculum
A Design Approach to Teaching Persuasion: Theory and Application. ED 169 588

Speech Instruction
A Design Approach to Teaching Persuasion: Theory and Application. ED 169 588
Secondary Forensic Programs: Can They Survive Current Pressures? ED 169 581

Spelling Instruction
Inductive Teaching as a Strategy for Instruction in Spelling. ED 169 547

Staff Improvement
Counselor Renewal System (CRS). ED 169 457
The Evaluation of Faculty and Non-Academic Administrators. ED 170 290
Problems and Prospects in Training Psychologists to Consult with Physicians. ED 169 428

Staff Role
Survey of Residence Hall Life at NCSU. ED 169 865

Staff Utilization
A Conceptual Typology of the Role of the University Attorney. ED 169 871

Standard Error of Measurement
Relationship Among the Number of Sub-Tests; Skewness, Kurtosis, and Size of Population; And Magnitude of Errors of Estimate in Multiple Matrix Sampling. (Revised Version). ED 170 331

Standardized Tests
The Identification of Bilingual Handicapped Students. ED 169 709
Standardized Achievement Tests for Young Children: An Analysis. ED 170 020
Standards, Basics and National Assessment. Set 78. Number one. Item 13. ED 170 319

State Agencies
Statewide Advocacy Systems for the Developmentally Disabled-Profiles in Innovation. Executive Summary of Study Report. ED 169 725

State Aid
Access to Equal Educational Opportunity in North Carolina. A Condensed Version of the Report of the Governor's Study Commission on Public School Finance of North Carolina. ED 170 440
Financing Community Colleges in the Wake of Proposition 13: Thought and Suggestions. ED 170 016
State Compensatory Education Fund Allocations to Urban School Districts, 1976-1977 and 1978-1979. ED 170 416
Using Achievement Tests to Fund a State-Wide Compensatory Education Program. ED 170 317

State Boards of Education
Education Code Mandates of the Board of Governors and Chancellor's Office: Comments on Compliance and Recommendations for Change. ED 169 993

State Church Separation
Church-State Relationship Recent Developments. ED 169 643//

State Colleges
Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics. ED 169 834

State Departments of Education
Adult Learning Services: A Status Report on Programs of the New York State Education Department. ED 169 216
Applied Research in a State Department of Education. ED 169 625
The Regents 1978 Progress Report on their 1976 Statewide Plan for the Development of Postsecondary Education. ED 169 833
State Education Agencies and Language-Minority Students. ED 169 749

State Federal Aid
Curriculum Development: A State Perspective. ED 170 247
My School of Experience: Lessons Learned. ED 170 256
Part 11: A Bill to Provide Educational Proficiency Standards. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 6088 (September 12 and 15, 1977). ED 169 609
Part 20: Field Hearings on H.R. 15, A Bill to Extend the Elementary and Secondary Education Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, Second Session on H.R. 15 (February 10 and 11, 1978). ED 169 610
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State Government
How to Hold a Model Legislature: A Simulation of the Georgia General Assembly, Teacher's Manual And The Model Legislature, Student's Kit. ED 170 186
State and Local Government Finance and Financial Management: A Compendium of Current Research. ED 169 679

State Legislation
California Schools Beyond Serrano: A Report on Assembly Bill 65 of 1977. ED 169 669
Financing Community Colleges in the Wake of Proposition 13: Thought and Suggestions. ED 170 016
How to Hold a Model Legislature: A Simulation of the Georgia General Assembly, Teacher's Manual And The Model Legislature, Student's Kit. ED 170 186
Impact Study on Driving by Special Populations. Final Report, Volume I: Conduct of the Project and State of the Art. ED 169 735
Teacher Evaluation: A Guidebook for Connecticut School Districts. ED 169 670

State Licensing Boards
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State Boards of Nursing and Education for Nursing Conference (October 8-10, 1974). ED 169 801

State Programs
California Schools Beyond Serrano: A Report on Assembly Bill 65 of 1977. ED 169 669
Clinical Programs for Mentally Retarded Children. ED 169 733
Comprehensive System of Personnel Development. ED 169 741
Fiscal Year 1979 Maryland Amended Annual Program Plan Under Part B of the Education of the Handicapped Act as Amended by Public Law 94-142. ED 169 740
State and Local Tax Ability and Effort, 1977. ED 169 672
State Education Agencies and Language-Minority Students. ED 169 749

State Standards
Facts and Myths about Nursing Legislation. ED 169 991
Guidelines for Approved In-Service Credit. ED 170 287
New Jersey Statewide Minimum Standards: Results from the Program's Second Year. Occasional Papers in Education. ED 170 338
Performance Indicators for Competency Assessment. Competencies Catalogue and User's Guide. A Resource for School Districts Interested in Defining and Testing for Minimal Competencies. ED 170 335
Revised Faculty Certification Requirements and Application for Certification for Technical College/Institute Instructors. ED 169 963
Toward Excellence in Education. ED 170 296

State Surveys
Development of State Plan for Career Education in Alabama. Final Report. ED 169 217
Illinois Public Community Colleges Statewide Occupational Student Follow-Up Study: Final Report of a Three Year Longitudinal Study of Fall 1974 New Students Enrolled in Occupational Programs. ED 169 958
State Education Agencies and Language-Minority Students. ED 169 749
A Study of Women Community College Administrators in California Community Colleges. ED 170 012
A Survey of Non-Traditional Credit in Texas. ED 170 008

State Universities
Academic Dishonesty at North Carolina State University: A Student-Faculty Response. ED 169 846
Articulation. ED 170 005
Black Freshmen at North Carolina State University. ED 169 841
Campaign 76: A Report of Political Attitudes and Preferences of North Carolina State University Students. ED 169 848
Coed and Single Sex Living Environments: A Study of Changes in Attitudes, Activities, and Interaction for Students at NCSU. ED 169 845
Commuting Versus Resident Freshmen at NCSU. ED 169 851
A Descriptive Study of Students Seeking Services at the N. C. State University Counseling Center. ED 169 844
The Difference Between Potential and Achieved Academic Performance of Freshmen Residents at North Carolina State University. ED 169 843
The Identification and Assessment of Competence: Phase II. Florida Competency-Based Articulation Project, Final Report, October 1977 through July 1978. ED 169 839
NCSU Food Service Survey Report. ED 169 850
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 862
North Carolina Black High School Graduates: Their Interest in NCSU. ED 169 861
Problems of Undergraduate Students on a Large University Campus: Comparisons on the Basis of Sex, Grades, Year in School, and Help Seeking. ED 169 847
A Profile of Entering Freshmen, North Carolina State University, Fall, 1975. ED 169 857
A Profile of Entering Freshmen, North Carolina State University, Fall, 1976. ED 169 858
A Profile of Entering Freshmen, North Carolina State University, Fall, 1977. ED 169 859
A Profile of Entering Freshmen, North Carolina State University, Fall, 1978. ED 169 860
Student Retention and Graduation at North Carolina State University. ED 169 863
Students and Drugs at NCSU: 1977-1978 Report. ED 169 856
Survey of Residence Hall Life at NCSU. ED 169 865
Survey of Spring 1975 Degree Recipients at NCSU. ED 169 852
Survey of Spring 1976 Degree Recipients at North Carolina State University. ED 169 853
Survey of Spring 1977 Degree Recipients at North Carolina State University. ED 169 854
Survey of Spring 1978 Degree Recipients at North Carolina State University. ED 169 855
University Student Center Survey 1976-77, Spring, 1977. ED 169 849

Statewide Planning
Actions Adopted by the Board of Governors of the California Community Colleges. ED 169 994
Alabama's Challenge: Higher Education in the 1980's. Report of the Second Special Committee to Evaluate the Alabama Commission on Higher Education. ED 169 823
Development of State Plan for Career Education in Alabama. Final Report. ED 169 217
Faculty Salaries in California Public Higher Education, 1979-1980. Final Report. ED 169 829
A History of the Activities Which Lead to a Formal Articulation Policy for Higher Education in Oklahoma. ED 169 970
Nebraska State Plan Career Education Project. Final Performance Report for Period Ending June 30, 1977. ED 169 219
Planning for Postsecondary Education in California: A Five-Year Plan Update, 1979. ED 169 828
Project to Develop a Wisconsin State Plan for Career Education. Final Report. ED 169 218
The Regents 1978 Progress Report on their 1976 Statewide Plan for the Development of Postsecondary Education. ED 169 833
Special Education State Plan for Fiscal Year 1979. ED 169 720
State Boards of Nursing and Education for Nursing Conference (October 8-10, 1974). ED 169 801
State Plan for Community Colleges in Maryland, Fiscal Years 1980-1985. ED 169 988
The Texas Formula System. ED 169 811

Statistical Analysis
Calculation of Nonresponse-Adjusted Student Weights for Respondents to the NLS Base-Year and First Follow-up Surveys. RTI 22U-884-3. ED 170 301
Classificational Methods for the Psychometric Evaluation of Screening Procedures. ED 170 045
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Statistical Studies
The Indeterminacy of Common Factors. ED 170 330

Statistics
Human Resources for Scientific Activities at Universities and Colleges, January 1978. Technical Notes and Detailed Statistical Tables. ED 170 159
1978-79 Graduate Programs in Physics, Astronomy and Related Fields. ED 170 145

Status
An Investigation into the Prestige Structure of Agricultural Occupations. ED 170 074

Stenography
Office Occupations Stenographic, Duplicating Machine. Kit No. 9. Instructor's Manual and Student Learning Activity Guide. ED 169 298

Stereotypes
Grounding a Stereotype Theory: Reference Group Variable and the Homosexual Stereotype. ED 169 595
How Sexual Orientation and Physical Attractiveness Affect Impressions of Males. ED 169 438
Language Arts & Science Sample Career Education Activities, Grades 7-12. Career Choices. ED 169 238

Stimulus Behavior
Exploring the Effectiveness of Reinforcement in Covert Reinforcement Therapy: A Case Study. ED 169 420
Figural Aftereffects in Adulthood. ED 169 439

Story Reading
Effect of Storytime Reading While Listening on First Grade Reading Achievement. ED 169 514
Structural and Thematic Variations on Fourth Graders' Types of Recall. ED 170 063

Story Telling
Story Tellers, Story Writers: A Research Report. ED 169 561
Storytelling: All About Me!'' A Tutor-Training Mini Course. ED 169 578

Stress Variables
A Long-Range Study of Schizophrenia. ED 169 730
A Model of Maternal Coping with Childbirth: Implications for Research and Methodology. ED 169 407
The Nature of Stress in Middle Age. ED 169 461
Onset of Parenting and Stressful Events. ED 169 452

Structural Analysis
The Growth of Word Sense and Word Meaning. ED 170 061

Structural Linguistics
The Commonest Syllables. ED 169 495

Student Ability
A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects. ED 170 332

Student Adjustment
Communicative Reticence: Native Americans in the College Classroom. ED 169 601
Problems of Undergraduate Students on a Large University Campus: Comparisons on the Basis of Sex, Grades, Year in School, and Help Seeking. ED 169 847

Student Application
Report on Fall 1978 Survey of Graduate Enrollment in the WICHE States. Report 79-1. ED 169 831

Student Attitudes
Assessment of Learning Centers as a Teaching/Learning Strategy in Mainstreamed Classes. ED 170 327
Attitudes and Performance of Military Students in Computer-Based Technical Training (Part A) and Instructor Attitude Related to the Use of the PLATO IV System at Chanute (Part B). ED 169 888
Black Freshmen at North Carolina State University. ED 169 841
Campaign 76: A Report of Political Attitudes and Preferences of North Carolina State University Students. ED 169 848
Current Research Related to the High School Economics Curriculum. ED 170 212
Effects of Sexist vs. Non-Sexist Reading Materials on Children's Preferences, Sex Role Attitudes, and Comprehension. ED 169 496
The Effects of Socioeconomic Differences on First Grade Children's Expectations of and Attitudes toward Reading. ED 169 490
An Evaluation of the Effects of a Program of Sustained Silent Reading (SSR) on Reading Achievement and Attitude toward Reading in Intermediate Grades. Final Report. ED 169 473
A Factor Analytic Approach to Studying Changes in Student Attitudes Toward Other Nations. ED 170 214
The Influence of Knowledge on Young People's Perceptions About Wildlife. Final Project Report to the National Wildlife Federation. ED 170 167
An Investigation into the Prestige Structure of Agricultural Occupations. ED 170 074
Language Arts & Science Sample Career Education Activities, Grades 7-12. Attitudes. ED 169 232
Learning About the Achievement Hierarchy of the Classroom: Through Children's Eyes. ED 170 071
A Longitudinal Study of the Effects of a University Human Sexuality Course on Sexual Attitudes. ED 169 454
Math Avoidance: A Barrier to American Indian Science Education and Science Careers. ED 170 084
Perceptions of Therapist Self-Disclosure: An Analogue Study. ED 169 400
A Profile of Entering Freshmen, North Carolina State University, Fall, 1975. ED 169 857
A Profile of Entering Freshmen, North Carolina State University, Fall, 1976. ED 169 858
A Profile of Entering Freshmen, North Carolina State University, Fall, 1977. ED 169 859
A Profile of Entering Freshmen, North Carolina State University, Fall, 1978. ED 169 860
The Quality of School Life in Experimental and Traditional Schools in Western Germany. ED 170 230
School Practices that Improve Race Relations: A Reanalysis. Report No. 264. ED 170 437
Self Concept Picture Inventory. ED 170 299
Students' Moral Reasoning as Related to Cultural Background and Educational Experience. ED 170 206
A Study of the Impact of the Television Show Holocaust'' on Adolescent Attitudes and Knowledge. ED 170 209
Survey of Off-Campus Students at North Carolina State University. ED 169 840
Teaching the Holocaust. ED 170 204
Women Students at the Boston Architectural Center 1975-1978. ED 170 191

Student Behavior
Accountability in the Gymnasium: A Behavior Analysis Approach. ED 170 294
Agreeing to Learn. ED 169 448
Alcohol and Drug Use in a Suburban Sample of College and High School Students. ED 169 406
Be Still, Be Quiet, Be Docile: What Do the Data Say? ED 170 315
Discipline and the Educational Process: Coping in the Classroom. Briefly on... Classroom Discipline. No. 3. ED 170 293
Inter-Cultural Communication: Teaching Strategies, Resources and Materials for Teaching ESL or How to Change Sabah Al-Khair'' into Good Morning. ED 169 594
Mirrors for Behavior III. An Anthology of Observation Instruments. ED 170 320
The Relationship between Classroom Seating Preference and Student Personality Characteristics. ED 169 587

Student Centered Curriculum
The Hopes and Frustrations of an Innovator Developing a Social Science Education System. ED 170 254

Student Characteristics
Black Freshmen at North Carolina State University. ED 169 841
Current Research Related to the High School Economics Curriculum. ED 170 212
Drug Use Among American High School Students 1975-1977. ED 169 453
Entry and Exit: Student Progression and Persistence in Hawaii's Community Colleges. Six-Semester Study of Fall 1975 Entering Students. ED 169 968
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 4. ED 169 807
Longitudinal Study of Student Flow and Persistence: Report on Third Phase. ED 169 959
A Profile of Entering Freshmen, North Carolina State University, Fall, 1975. ED 169 857
A Profile of Entering Freshmen, North Carolina State University, Fall, 1976. ED 169 858
A Profile of Entering Freshmen, North Carolina State University, Fall, 1977. ED 169 859
A Profile of Entering Freshmen, North Carolina State University, Fall, 1978. ED 169 860
Review of Research on the Characteristics of Low Status College Students. ED 170 436
South Carolina College Council Study of Financial Aid, Base Year Trends. Technical Report No. 3. ED 169 806
Student Characteristics as Compared to the Community Profile 1977-1978. Volume IX, No. 17. ED 169 978
A Study of Cognitive and Noncognitive Characteristics as Predictors of High School Seniors' Early Postsecondary Educational Activities. ED 170 361
Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics. ED 169 834
Women Students at the Boston Architectural Center 1975-1978. ED 170 191

Student Costs
Access to Equal Educational Opportunity in North Carolina. The Report of the Governor's Commission on Public School Finance. ED 170 439
College Guide for Jewish Youth. 1978-1979 Edition. ED 169 429
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 2. ED 169 809
South Carolina College Council Study of Financial Aid, Base Year Trends. Technical Report No. 3. ED 169 806

Student Developed Materials
Supplementary Activities for Enriching the Teaching of Earth Science: Astronomy, Geology, Meteorology, Oceanography. ED 170 155

Student Evaluation
Assessment of Needs and Implementation of Client-based Programmes. and On-Going Assessment of Work Undertaken by Trainees. The Granville Project . ED 169 704
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IA Summary. ED 169 491
Evaluation of Outcomes, 1976-77: An Evaluation System Report on Reading Programs and Reading Achievement; Part IIA Technical Report. ED 169 492
Informal and Formal Means of Assessing Kindergarten Children's Communicative Competence. ED 169 562
Oral Reading: A Tool for Student Assessment and Teacher Training. ED 169 476
Public Law 94-142 and the Minority Retarded Child: An Overview of Issues and Practices. ED 169 737
The Pupil Appraisal Center. ED 170 242
Self Concept Picture Inventory. ED 170 299
Test Anxiety and Perception of Self: A Correctional Study. ED 169 426

Student Evaluation of Teacher Performance
The Use of Pupil Perceptions of Teacher Behavior to Develop a Classroom Observational System. ED 170 310
Validity of Student Ratings of Faculty. Indiana Studies in Higher Education, Number Forty. ED 169 870

Student Exchange Programs
Guidelines for Out-of-School Credit in Foreign Travel. ED 169 754

Student Financial Aid
Changing Values in Higher Education. AAHE-ERIC/Higher Education Research Currents, April 1979. ED 169 876
College Education Financing. ED 169 804
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 1. ED 169 808
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 2. ED 169 809
Impact Study of Post-Secondary Financial Aid in South Carolina. Technical Report No. 4. ED 169 807
National Longitudinal Study of the High School Class of 1972: Preliminary Analyses of Student Financial Aid. RTI-22U-884. ED 170 303
Reauthorization of the Higher Education Act by the 96th Congress Selected Issues. ED 169 869
South Carolina College Council Study of Financial Aid, Base Year Trends. Technical Report No. 3. ED 169 806

Student Improvement
The EXCEL Program for Excellence in Education: An Assessment. ED 170 404
Sentence-Combining Practice: Training that Improves Student Writing. ED 169 567

Student Loan Programs
College Education Financing. ED 169 804
Reauthorization of the Higher Education Act by the 96th Congress Selected Issues. ED 169 869

Student Mobility
Entry and Exit: Student Progression and Persistence in Hawaii's Community Colleges. Six-Semester Study of Fall 1975 Entering Students. ED 169 968
Longitudinal Study of Student Flow and Persistence: Report on Third Phase. ED 169 959
Schooling and the American Indian High School Student. ED 170 081

Student Motivation
Class Effects in ATI's. ED 170 362
Motivation. Literacy Bibliographies 15. ED 169 208
A Practitioner's Guide to Concepts and Measures of Motivation. ED 169 953
Student Motivation: An Intricate Puzzle. The Practitioner, Vol. V, No. 3. ED 169 668

Student Needs
Cognitive Dissonance and the Affective Domain in Collegiate Compensatory Education. ED 170 414
Curriculum as Environments for Learning: A Practicel Meaning and Model. ED 170 221
Education for Parenthood: A Present Priority. ED 169 433
Goals of Psychology Undergraduates: Majors and Non-Majors. ED 169 405
Learning Improvement Group (LIG): An Approach to Basic Skills Improvement in the Departmentalized School. ED 170 442
Meeting Academic Success Needs of Re-Entry Adults. Final Report. ED 169 967
Problems of Undergraduate Students on a Large University Campus: Comparisons on the Basis of Sex, Grades, Year in School, and Help Seeking. ED 169 847
Resources for Renewal: Liberal Education for Work and Leisure. ED 169 814

Student Objectives
Illinois Public Community Colleges Statewide Occupational Student Follow-Up Study: Final Report of a Three Year Longitudinal Study of Fall 1974 New Students Enrolled in Occupational Programs. ED 169 958

Student Opinion
Campaign 76: A Report of Political Attitudes and Preferences of North Carolina State University Students. ED 169 848
NCSU Food Service Survey Report. ED 169 850
Thinking about Our School: The Environmental Perceptions Approach to Curriculum Inquiry and Improvement. ED 170 222
University Student Center Survey 1976-77, Spring, 1977. ED 169 849

Student Participation
Athletic Delinquency: A Preliminary Approach. ED 170 282
The Efficacy of Voluntary vs. Compulsory Tutorial Program ED 169 803
Ideas for Improving Your Classroom and Meeting Techniques. ED 169 385
Relationship among Student Time on Task, Orientation of Teachers, and Instructional Grouping in Elementary Reading Classes. ED 169 503
The Relationship between Classroom Seating Preference and Student Personality Characteristics. ED 169 587
Thinking about Our School: The Environmental Perceptions Approach to Curriculum Inquiry and Improvement. ED 170 222

Student Personnel Services
Selection, Retention, Graduation Is It Working? ED 169 425
The Student Affairs Dean and the President: Trends in Higher Education. ED 169 459

Student Projects
How to Hold a Model Legislature: A Simulation of the Georgia General Assembly, Teacher's Manual And The Model Legislature, Student's Kit. ED 170 186
Youth Action to Improve the Environment. A 4-H Community Development Project. 4-H Leaders' Guide. ED 170 157

Student Reaction
Academic Dishonesty at North Carolina State University: A Student-Faculty Response. ED 169 846
Influence of Item Direction on Student Responses in Attitude Assessment. ED 170 366
Text and Context in the Teaching of Literature. ED 169 529

Student Recruitment
Current Recruitment Practices in Community Colleges and Other Post Secondary Institutions. ED 169 996
The Marketing Process at Odessa College. ED 169 982
Planning for Lutheran High Schools. Resources for Enrollment Planning. Part One Enrollment Projection/Recruitment Strategies. Part Two Transportation Strategies. HO 8. ED 169 618
Recruiter's Manual. ED 170 105
Using Community-Based Marketing Research to Increase Enrollments. ED 170 009

Student Rights
Checking Your Balance. Guidelines for Assessing Sexism in School and Classroom Practices. ED 170 307
The Federal Government and the Protection of Research Subjects: Implication for Educational Research. ED 170 368

Student Role
Class Effects in ATI's. ED 170 362

Student School Relationship
Curriculum as Environments for Learning: A Practicel Meaning and Model. ED 170 221

Student Teacher Relationship
Data Collection Procedures for the Evaluation of Teaching Program, Phase II. Technical Report No. 5055. ED 170 340
Improving the Effectiveness of University Teaching: An Application of Leadership Theory. ED 169 815
Validity of Student Ratings of Faculty. Indiana Studies in Higher Education, Number Forty. ED 169 870

Student Teachers
Supervisory Approach and Gender Related Preferences of Teachers-in-Training. ED 170 272

Student Testing
Educational Testing and Learning Clinic Year-End Statistical Report Third Annual Report, 1977-1978. ED 169 961

Instruments for Individual Assessment of Achievement. BTES. Beginning Teacher Evaluation Study. Technical Note Series. Technical Note III-3. Continuation of Phase IIIA. ED 170 304

Measuring Writing Skills. ED 170 014

Student Transportation

Planning for Lutheran High Schools. Resources for Enrollment Planning. Part One Enrollment Projection/Recruitment Strategies. Part Two Transportation Strategies. HO 8. ED 169 618

Student Unions

University Student Center Survey 1976-77, Spring, 1977. ED 169 849

Study Abroad

AACJC International/Intercultural Consortium Summer Study Programs Overseas, 1979. ED 169 969

Guidelines for Out-of-School Credit in Foreign Travel. ED 169 754

Study Skills

Reading: Going Beyond the Information Given. ED 169 525

Suburban Youth

Alcohol and Drug Use in a Suburban Sample of College and High School Students. ED 169 406

Subvocal Speech

Sex Differences in the Relationship of Recall to Subvocal Speech in Preschool Children. ED 170 053

Success Factors

Efficacy of Cognitive and Noncognitive Measures in Predicting Clinical Performance of Residents. ED 170 356

Elementary Studentship: Toward an Understanding. ED 169 411

National Longitudinal Study of the High School Class of 1972: Preliminary Analyses of Student Financial Aid. RTI-22U-884. ED 170 303

Relationships Between Success in an Education Program and Success in the Teaching Profession. ED 170 291

Reports of LSAC Sponsored Research: Volume II, 1970-1974. Law School Admission Research. ED 170 325/

Reports of LSAC Sponsored Research: Volume I, 1949-1967. ED 170 324/

A Study of Factors that Influence Response Rate Using a Questionnaire on Questionnaires. ED 170 377

A Survey of Community/Junior Colleges in the United States to Determine the Extent of Interest and Development of Band Programs Involving Area Adults. American School Band Directors' Association, Research Committee Reports for the Annual Convention (24th, Atlantic City, New Jersey, 1976). ED 170 234

Teaching the Holocaust. ED 170 204

Validity of Student Ratings of Faculty. Indiana Studies in Higher Education, Number Forty. ED 169 870

Summative Evaluation

A Kit of Career Education Assessment and Evaluation Instruments. Second Edition. Bulletin Number 8094. ED 169 392

Summer Institutes

An Evaluation of TCITY: The Twin City Institute for Talented Youth. Report #1 in Evaluation Report Series. ED 170 342

Summer Programs

AACJC International/Intercultural Consortium Summer Study Programs Overseas, 1979. ED 169 969

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume II. ED 170 435

Supervision

School Library Supervision in Large Cities. Circular No. 775. ED 169 903

Supervisory Activities

The Evaluation of Faculty and Non-Academic Administrators. ED 170 290

Supervisory Methods

Supervisory Approach and Gender Related Preferences of Teachers-in-Training. ED 170 272

Supplementary Reading Materials

Aprendemos de carreras (We Learn about Careers). ED 170 099

Dos Amigos... (Two Friends...). ED 170 095

Graciela Camina a la Escuela (Graciela Walks to School). ED 170 096

Report of the Mighty Moose Reading Project, 1977-1978. ED 169 501

Un Libro de Pinturas de la Revolucion de Mexico (A Book of Drawings of Mexico's Revolution). ED 170 098

Suprasegmentals

Form and Function in Mother-Toddler Conversational Turn-Taking. Occasional Paper No. 5. ED 169 787

Supreme Court Litigation

Burden of Proof The Controlling Principle in Applying the First and Fourteenth Amendments. ED 169 640/

Employee Nonreappointment: What Constitutes a Stigma? ED 169 637/

New Rules of Evidence in School Desegregation Cases before the United States Supreme Court. ED 169 645/

Significant School Law Cases Pending Before the U.S. Supreme Court. What Do They Portend for the Governance and Administration of the Public Schools? ED 169 641/

Surgical Technicians

Health Occupations Operating Room Technician. Kit No. 63. Instructor's Manual and Student Learning Activity Guide. ED 169 352

Surveys

Human Resources for Scientific Activities at Universities and Colleges, January 1978. Technical Notes and Detailed Statistical Tables. ED 170 159

Measuring the Attitudes and Awareness of Environmental Education Camp Users. Forest Service Research Paper NE-426. ED 170 143

Questionnaire Construction for Maximum Survey Response. ED 170 006

Reviews of Data on Science Resources, No. 31, May 1978. A Comparison of National Industrial R&D Estimates with Actual NSF/Census Data ED 170 108

Reviews of Data on Science Resources, No. 33, April, 1979. U.S. Industrial R&D Spending Abroad. ED 170 136

A Study of Factors that Influence Response Rate Using a Questionnaire on Questionnaires. ED 170 377

Validation of Techniques Utilized to Maximize Survey Response Rates. ED 169 966

Suspension

The Bronx Community College Counseling Program for Probationary Students: A Final Evaluation. ED 169 412

A Proposal for an Alternative to Out-of-School Suspension for Worthington High School Students: The Saturday School. ED 169 663

Sustained Silent Reading

An Evaluation of the Effects of a Program of Sustained Silent Reading (SSR) on Reading Achievement and Attitude toward Reading in Intermediate Grades. Final Report. ED 169 473

Sweden

Beginning Reading in Sweden. ED 169 470

Research and Development for Higher Education: An Overview. R & D for Higher Education 1978:8. ED 169 827

Smoking in Compulsory Schools: Interviews and Improvisations. Reports from the Institute of Education, University of Goteborg, No. 68, September 1978. ED 169 430

Syllables

The Commonest Syllables. ED 169 495

Symbolic Interactionism

Journalism and Social Thought in Chicago: The Case for Symbolic Interactionism in the Study of Communications in America. ED 169 527

T-Unit Analysis in Second Language Research: Applications, Problems, and Limitations. ED 169 790

Systems Approach

Developing Independence Through Work Preparation. Minerva Street Special School Augmented Evaluation of Innovations Program Project (76/6040). ED 169 705

Development and Validation of a Normative Process Model for Determining Priority of Need in Community Adult Education. ED 169 389

Evaluation, Potency and Activity (EPA): Dimensions of Implicit Personality Theory? ED 169 418

Evaluation Research and Psychology: Toward Synthesis. ED 169 414

A Model for the Evaluation of Vocational Preparation Programs for the Learning Disabled. ED 169 706

Tables (Data)

Education Directory, Public School Systems 1977-78. ED 170 109

Talented Students

An Evaluation of TCITY: The Twin City Institute for Talented Youth. Report #1 in Evaluation Report Series. ED 170 342

Independent Curriculum Enrichment Studies: Learning Packages for the Gifted. Table of Contents; Teachers' Sheets. ED 169 743

Tales

Ataatalugiik (Grandchild with Grandfather). ED 169 765

Avaqqanam Quliaqtuaqtanik: I. Qupqugiaq; II. Inuqulligaurat (I. The Ten-Legged Polar Bear; II. Dwarves). ED 169 766

Digelas Tukda (The Story of a Tanaina Chief). ED 169 763

Ndal Tsukdu Gheldzay Tsukdu (Crane Story and Moon Story). ED 169 762

Otayahuk Ungazimi (Otayahuk in Ungaziq). ED 169 772

Piyaataalghiit (Going for a Walk). ED 169 752

Qanuq Kayuqtuq Kaviqsiruaq (How the Fox Turned Red). ED 169 760

Suvali Una? (And What Is This One Doing?). ED 169 753

Unangam Ungiikangin I (Aleut Traditions). ED 169 767

Tanaina

Dena'ina (Tanaina) Noun Dictionary. ED 169 768

Digelas Tukda (The Story of a Tanaina Chief). ED 169 763

Ndal Tsukdu Gheldzay Tsukdu (Crane Story and Moon Story). ED 169 762

Task Performance

Effects of Evaluation Expectation on Artistic Creativity. ED 169 450

Efficacy of Cognitive and Noncognitive Measures in Predicting Clinical Performance of Residents. ED 170 356

Expectancy Differences Between Males and Females in the Performance of Preselected and Constrained Movements. ED 170 270

Research on Methods of Synthetic Performance Testing. Final Report. ED 170 346

Tax Allocation

Serrano II: Equal Access to School Resources and Fiscal Neutrality A View from Washington State. ED 169 654/

Tax Effort

State and Local Tax Ability and Effort, 1977. ED 169 672

Taylor Manifest Anxiety Scale

Maternal Anxiety and Lead Levels in Children. ED 169 451

Teacher Administrator Relationship

Changing Administrative Relations Under Collective Bargaining. Junior College Resource Review. ED 170 015

Collective Bargaining: An Administrative Perspective. ED 169 593

Management and Governance in the Two-Year College. ED 169 984

Teacher Attitudes

Academic Dishonesty at North Carolina State University: A Student-Faculty Response. ED 169 846

Assessment of Learning Centers as a Teaching/Learning Strategy in Mainstreamed Classes. ED 170 327

Attitudes and Performance of Military Students in Computer-Based Technical Training (Part A) and Instructor Attitude Related to the Use of the PLATO IV System at Chanute (Part B). ED 169 888

Changes in Attitudes Toward Environmental Education and Selected Teaching Behaviors of Teachers Participating in Environmental Education Workshops. ED 170 170

Desirability and Implementation of IGE/Secondary Schooling in Selected Innovative High Schools. Tehnical Report No. 493. ED 169 624

The Determination of the Need to Revise the AGDEX Filing System and Its Market Potential. ED 169 278

Differential Teaching Methods Used with Girls and Boys of Moderate and High Achievement Levels. ED 170 027

The Education of Theodore Roosevelt: Formal Learning and Its Informal Messages. ED 170 215

Expectancy Work Motivation, Central Life Interests, Voluntarism, Organizational Situation, Job Satisfaction, and Perceived Teaching Performance. ED 170 279

General College Faculty Perceptions of its Individualized Baccalaureate Degree Program. The General College Studies, Volume XV, Number 1. 1978-79. ED 169 986

Improving Instructional Skills of Health Science Educators. ED 170 277

Inservice Education: The State of the Scene. ED 170 295

Oral Reading: A Tool for Student Assessment and Teacher Training. ED 169 476

School Practices that Improve Race Relations: A Reanalysis. Report No. 264. ED 170 437

Sex Determined Consequences of Different Play Styles in Early Childhood. ED 170 055

Some Still Do: River Acres, Texas. Booklet I. Reprinted November, 1978. Report #3 in Evaluation Report Series. ED 170 313

Supervisory Approach and Gender Related Preferences of Teachers-in-Training. ED 170 272

A Survey on Reading as a Highly Masculine or Highly Feminine Activity. ED 169 506

Teacher Conceptions of Reading and the Impact on Instructional Behavior. ED 169 482

Teacher Behavior

Advances in Teacher Effectiveness Research. ED 170 281

The Courts and the Out-of-School Activities of Teachers. ED 169 658//

Data Collection Procedures for the Evaluation of Teaching Program, Phase II. Technical Report No. 5055. ED 170 340

Improving the Effectiveness of University Teaching: An Application of Leadership Theory. ED 169 815

Instructional Practices of Part-Time Faculty in Community Colleges. ED 169 971

Learning About the Achievement Hierarchy of the Classroom: Through Children's Eyes. ED 170 071

A Mini-Instructional System for Increasing Teacher Classroom Management Competence. ED 170 273

Mirrors for Behavior III. An Anthology of Observation Instruments. ED 170 320

Relationship among Student Time on Task, Orientation of Teachers, and Instructional Grouping in Elementary Reading Classes. ED 169 503

Teacher Planning: A Simulation Study. ED 170 276

Teacher Centers

The Development of an Elementary Teacher Education Center. ED 169 471

Some Uncomfortable Assertions about Collaboration. ED 170 274

Teacher Certification

Revised Faculty Certification Requirements and Application for Certification for Technical College/Institute Instructors. ED 169 963

Training Classroom Teachers and Specialists in Reading. ED 169 469

Teacher Characteristics

Guidelines for Selected Personnel Practices in Catholic Schools. ED 169 632

Instructional Practices of Part-Time Faculty in Community Colleges. ED 169 971

Perceptions of the Performance of Community College Faculty: Dissertation Research Findings. ED 169 990

Teacher Dismissal

Employee Nonreappointment: What Constitutes a Stigma? ED 169 637//

Teacher Education

Basic Objectives: Their Investigation and Dissemination Through Teacher Education. Information Bulletin, No. 2. ED 170 241

Comments, Concerns and Convictions About Curriculum. ED 170 246

Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students. Interim Report, July 1, 1978 to December 31, 1978. ED 169 693

Directory of Educational Programs for Adults Who Work With Children. ED 170 021

Effective Training for Change: An ABE Workshop. ED 169 484

An Evaluation of the EPDA Program at the University of Hawaii. ED 170 010

Followup Studies at Tennessee Technological University: A Model for Teacher Evaluation. ED 170 142

Future Directions for the National Institute of Education. ED 170 253

The Hopes and Frustrations of an Innovator Developing a Social Science Education System. ED 170 254

Improving Preservice Elementary Teachers' Attitudes and Knowledge Concerning the Use of Science as a Contest Vehicle for Language Arts Instruction. ED 170 174

Interstate Migrant Education Task Force. Third Interim Report: Findings and Recommendations. Report No. 127. ED 170 106

An Investigation of Three Approaches for Science Methods Instruction of Pre-Service Elementary Teachers. ED 170 163

Literacy Documentation. Volume VII, Number 1, 1978. ED 169 207

A Mini-Instructional System for Increasing Teacher Classroom Management Competence. ED 170 273

MOPPET: Theory and Practice. ED 169 552

North County Program. ED 170 240

Oral Reading: A Tool for Student Assessment and Teacher Training. ED 169 476

Profile of Teacher Education in Oregon: 1967-77. ED 170 275

Stimulating Creative Written Communication through Divergent Thinking Processes. ED 169 549

TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 1. ED 170 297

TEACH: Teacher Education and Children with Handicaps. Vol. 1, No. 2. ED 170 298

Training Classroom Teachers and Specialists in Reading. ED 169 469

Understanding Students' Understanding. Some Qualitative Aspects of the Process and Outcome of Teaching and Learning at University Level. No. 80. ED 170 336

Teacher Education Curriculum

A Field Based Teacher Education Program: From Neophyte to Accomplished Professional. ED 170 284

Formative Evaluation Efforts in a Teacher Education Program. ED 170 375

Training Classroom Teachers and Specialists in Reading. ED 169 469

Teacher Educator Education

Pre-Service Teacher Training in Career Education. Final Report, July 1, 1975 through June 30, 1976. ED 169 225

Teacher Effectiveness

Improving the Effectiveness of University Teaching: An Application of Leadership Theory. ED 169 815

Teacher Evaluation

Data Collection Procedures for the Evaluation of Teaching Program, Phase II. Technical Report No. 5055. ED 170 340

Guidelines for Selected Personnel Practices in Catholic Schools. ED 169 632

Negative Statements in Letters of Recommendation: From Defamation to Defense. ED 169 657//

Perceptions of the Performance of Community College Faculty: Dissertation Research Findings. ED 169 990

Superintendents' View of Teacher Education Graduates of the University of Maine at Orono. ED 170 286

Teacher Evaluation: A Guidebook for Connecticut School Districts. ED 169 670

Teacher Influence

The Education of Theodore Roosevelt: Formal Learning and Its Informal Messages. ED 170 215

Nathaniel Topliff Allen, Early Professional and 19th Century Risk Taker. ED 170 218

Teacher Interns

Organizational Manual for a Public School-Based Teacher Internship Model in Supplementary Education. ED 169 722

Teacher Motivation

Expectancy Work Motivation, Central Life Interests, Voluntarism, Organizational Situation, Job Satisfaction, and Perceived Teaching Performance. ED 170 279

Teacher Participation

Governance and Leadership in the 80's: Role of Planning, Management and Evaluation in Decision-Making. ED 169 999

The Marketing Process at Odessa College. ED 169 982

Teacher Designed Inservice Education: Discussion Guide. ED 170 265

Teacher Programs

Microteaching: Forerunner to Competency Based Teacher Education. ED 170 278

Relationships Between Success in an Education Program and Success in the Teaching Profession. ED 170 291

Superintendents' View of Teacher Education Graduates of the University of Maine at Orono. ED 170 286

Training Teaching Assistants to Teach the Basic-Communication Course. ED 169 592

Teacher Promotion

Revised Faculty Certification Requirements and Application for Certification for Technical College/Institute Instructors. ED 169 963

Teacher Qualifications

Investigations in Science Education, Vol. 5, No. 3, 1979. Expanded Abstracts and Critical Analyses of Recent Research. ED 170 175

Revised Faculty Certification Requirements and Application for Certification for Technical College/Institute Instructors. ED 169 963

Speech and Expression Outside the Classroom as Elements of a School Board's Determination of Teaching Fitness: A Case Study of a Gay Activist. ED 169 648//

Teacher Recruitment

Guidelines for Selected Personnel Practices in Catholic Schools. ED 169 632

Planning for Lutheran High Schools. Resources for Instruction Planning. Part One Dynamics of Curriculum Development. Part Two Staff Recruiting and Selection Procedures. Part Three Guidelines for Establishing a Compensation Program. H 12. ED 169 622

Teacher Response

Discipline and the Educational Process: Coping in the Classroom. Briefly on... Classroom Discipline. No. 3. ED 170 293

Teacher Role

Bargaining for Academic Democracy. ED 169 817

Curriculum as Environments for Learning: A Practicel Meaning and Model. ED 170 221

Curriculum Research A Policy Proposal. ED 170 250

Ethical and Economic Issues Newsletter, April 1979. ED 169 832

Mainstreaming. Special Education Is a Part Of, Not a Part From, Regular Education. Background and Guidelines. ED 169 717

Old Expectations, New Realities: The Academic Profession Revisited. AAHE-ERIC/Higher Education Research Report No. 2, 1979. ED 169 874

The Problem of Grade Inflation. ED 170 316

The Process of Curriculum Development: Two Levels of Interpretation. ED 170 193

A Program of Consultation, Training and Counselling of Children with Learning and Behavioral Problems and Their Parents and Teachers. ED 169 467

Role Play and Language Growth: Strategies for Imaginative Experiences. ED 170 050

Stereotypes Sexistes dans L'Education. Unite et Solidarite 4 Sexists Stereotypes in Education. Unity and Solidarity 4. ED 170 395

Your Child Has a Learning Disability...What Is It? A Guide for Parents and Teachers. Revised 1978. ED 169 694

Teachers

Collectively Bargained Approaches to Declining School Enrollment. ED 169 650//

Some Observations Regarding Recent Court Decisions on Collective Bargaining in the Public Sector from an Educator's Perspective. ED 169 644//

Teachers and the Courts: School-Related Activities. ED 169 659//

Teacher Salaries

Faculty Salaries in California Public Higher Education, 1979-1980. Final Report. ED 169 829

Planning for Lutheran High Schools. Resources for Instruction Planning. Part One Dynamics of Curriculum Development. Part Two Staff Recruiting and Selection Procedures. Part Three Guidelines for Establishing a Compensation Program. H 12. ED 169 622

Teacher Selection

Guidelines for Selected Personnel Practices in Catholic Schools. ED 169 632

Teacher Supervision

Supervisory Approach and Gender Related Preferences of Teachers-in-Training. ED 170 272

Effective Training for Change: An ABE Workshop. ED 169 484

Teaching Assistants

Training Teaching Assistants to Teach the Basic-Communication Course. ED 169 592

Teaching Experience

A Field Based Teacher Education Program: From Neophyte to Accomplished Professional. ED 170 284

Teaching Guides

Supplementary Activities for Enriching the Teaching of Earth Science: Astronomy, Geology, Meteorology, Oceanography. ED 170 155

Teaching Methods

Advances in Teacher Effectiveness Research. ED 170 281

Art Education: A Guide to Information Sources. ED 170 064//

The Collection, Creation and Analysis of Oral English as an Additional Language Games (K-Adults). ED 169 750

Current Research Related to the High School Economics Curriculum. ED 170 212

The Dashing Clockmaker, Or: How Not To Be Afraid of the Swinging Pendulum. ED 169 759

Differential Teaching Methods Used with Girls and Boys of Moderate and High Achievement Levels. ED 170 027

Foster Parenting. ED 170 049

Inductive Teaching as a Strategy for Instruction in Spelling. ED 169 547

The Instructional Quality Inventory: IV. Job Performance Aid. Special Report 79-5. ED 169 287

An Investigation of Three Approaches for Science Methods Instruction of Pre-Service Elementary Teachers. ED 170 163

Les voies d'apprentissage en langue etrangere (Learning Processes in a Foreign Language). Working Papers on Bilingualism, No. 17. ED 169 775

Organizing for Instruction. ED 169 483

Teachers' Handbook for Exploring a Cluster of Work Values of Students, Parents and Teachers, on the Basis of Research Findings. ED 169 393

Teaching Reading Comprehension: Theory and Practice. ED 169 478

Zum Problem des kommunikativen Handelns, der Grammatik'' und der Vermittlung der kommunikativen Kompetenz im Bereich Deutsch als Fremdsprache'' (On the Problem of Communicative Activity of Grammar and of the Developing of Communicative Competence in the Area of German as a Foreign Language). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 24. ED 169 747

Teaching Procedures

Environmental Education: River Policy and Procedures. ED 170 101

Teaching Skills

Future Directions for the National Institute of Education. ED 170 253

The Ignored, Untrained Teachers: Parents. ED 170 069

Microteaching: Forerunner to Competency Based Teacher Education. ED 170 278

Pre-Service Teacher Training in Career Education. Final Report, July 1, 1975 through June 30, 1976. ED 169 225

Project LINC: Learning in Integrated Classrooms. Final Program Performance Report and Third Annual Interim Report. July 1, 1975 - June 30, 1978. ED 169 686

Special Education Competencies for Teachers Project. Final Report, Year II: A Validation Study in Identification and Measurement. ED 169 708

Teaching Styles

Improving the Effectiveness of University Teaching: An Application of Leadership Theory. ED 169 815

Teaching Techniques

Children's Thinking in the Classroom. ED 170 022

Course Outline for Clinical Reading at the High School Level. ED 169 480

A Design Approach to Teaching Persuasion: Theory and Application. ED 169 588

Detective Fiction. ED 169 540

Effective Training for Change: An ABE Workshop. ED 169 484

The Effect of the Use of Selected Newspaper Articles in the Teaching of Certain Critical Reading/Thinking Skills. ED 169 479

English 8. ED 169 534

English 9: A Resource Book for Teachers. ED 169 535

Ideas for Improving Your Classroom and Meeting Techniques. ED 169 385

Inductive Teaching as a Strategy for Instruction in Spelling. ED 169 547

Instructional Practices of Part-Time Faculty in Community Colleges. ED 169 971

Interpersonal Communication: Innovations in Instruction. ED 169 568

Listening: Its Impact at All Levels on Reading and the Other Language Arts. Revised Edition. ED 169 537

Meaning Based Testing and Curriculum Implications. ED 169 481

Perceptions of the Performance of Community College Faculty: Dissertation Research Findings. ED 169 990

Questioning Strategies to Develop Critical Thinking Skills. ED 169 486

Reading Comprehension at Four Linguistic Levels. ED 169 515

Role Play and Language Growth: Strategies for Imaginative Experiences. ED 170 050

Standard English Versus Dialects: Another View. ED 169 545

Stimulating Creative Written Communication through Divergent Thinking Processes. ED 169 549

Storytelling: All About Me!'' A Tutor-Training Mini Course. ED 169 578

Teaching Adults to Read. ED 169 518

Text and Context in the Teaching of Literature. ED 169 529

Why Students Find Writing to be Torture. ED 169 542

Writing Groups in an Interdisciplinary Program or Getting Around the Professorial Block. ED 169 546

Technical Assistance

Year End Activities Evaluation for the National Committee, Arts for the Handicapped 1977-78. ED 169 734

Technical Education

Energy Conservation Workshop - Training Requirements for Technicians (Atlanta, Georgia, October 30-November 1, 1977). ED 170 124

Unified Technical Concepts - Phase I. (Modularizing Instructional Materials Using Applications of Technical Concepts) Final Report. ED 169 222

Technical Institutes

Revised Faculty Certification Requirements and Application for Certification for Technical College/Institute Instructors. ED 169 963

Technical Writing

Lenguaje y Ciencias (Language and Sciences), Vol. 17, No. 2. ED 169 746

The Rocky Road to Technical Writing Pave It With P. R. ED 169 541

Technology

Aeronautics and Space Report of the President: 1977 Activities. ED 170 129

Science, Technology, & Human Values, Issue No. 27, Spring 1979. ED 170 165

Technology Transfer

Energy Conservation Workshop - Training Requirements for Technicians (Atlanta, Georgia, October 30-November 1, 1977). ED 170 124

Telecommunication

Evaluation of the Satellite Tele-Education Project (S.T.E.P.) in British Columbia. ED 169 920

Hearings on the Communications Act of 1978/H.R. 13015; Bell System Statements. ED 169 574

Issues in Communication. No. 2. ED 169 586

Telecommunications Policy for the Future A Balance of Interests. ED 169 573

Telephone Communications Industry

Hearings on the Communications Act of 1978/H.R. 13015; Bell System Statements. ED 169 574

Telecommunications Policy for the Future A Balance of Interests. ED 169 573

Telephone Communication Systems

Telephone Workers. Grade One. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 254

Television

Issues in Communication. No. 2. ED 169 586

TV Industry. Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 274

Television Commercials

Pre-Production Planning for Public Service Announcements: A Case Study. ED 169 606

Television Repairmen

T & I Radio and Television Repair. Kit No. 70. Instructor's Manual and Student Learning Activity Package. ED 169 359

Television Research

Pre-Production Planning for Public Service Announcements: A Case Study. ED 169 606

Television Viewing

The Social and Behavioral Effects of Broadcast Television on Previously Untouched Audiences. Final Report. ED 169 904

Who Is Sylvia? Children and TV: Watch It! Student Guide Footsteps. Report Number 5. ED 169 931

Tenl

A Preliminary Descriptive Study of Village Student English Language Ability in the Lake and Peninsula School District With Recommendations For Language Instruction. ED 169 784

Test Anxiety

The Effects of Immediate Feedback Versus Traditional No-Feedback in a Testing Situation. ED 170 371

Test Anxiety and Perception of Self: A Correctional Study. ED 169 426

Test Bias

The Identification of Bilingual Handicapped Students. ED 169 709

Public Law 94-142 and the Minority Retarded Child: An Overview of Issues and Practices. ED 169 737

Test Construction

Approaches to Measurement in Religious Education. ED 170 300

A Critical Review of Content Domain Specification/Item Generation Strategies for Criterion-Referenced Tests. ED 170 382

The Development of the Creative Behavior Inventory (CBI). ED 170 350

Influence of Item Direction on Student Responses in Attitude Assessment. ED 170 366

The Instructional Quality Inventory: IV. Job Performance Aid. Special Report 79-5. ED 169 287

Item Writing for Domain-Based Tests of Prose Learning. ED 170 365

Manual for the USES Basic Occupational Literacy Test. Section 2: Development. ED 170 343

Some Guidelines for Determining the Length of Objectives-Based Criterion-Referenced Tests. ED 170 381

A Study of Factors that Influence Response Rate Using a Questionnaire on Questionnaires. ED 170 377

Testing

Curricular Demands: Tests, Essays, and Major Written Projects. Indiana Studies in Higher Education, Number 39. ED 169 836

Manual for the USES Basic Occupational Literacy Test. Section 1: Administration, Scoring and Interpretation. ED 170 308

Rules of Thumb from the Literature on Research and Evaluation. ED 170 353

Testing Problems

Achievement Testing of Disadvantaged and Minority Students for Educational Program Evaluation. ED 170 380//

Standardized Achievement Tests for Young Children: An Analysis. ED 170 020

Test Anxiety and Perception of Self: A Correctional Study. ED 169 426

Testing Programs

Performance Indicators for Competency Assessment. Competencies Catalogue and User's Guide. A Resource for School Districts Interested in Defining and Testing for Minimal Competencies. ED 170 335

Standards, Basics and National Assessment. Set 78. Number one. Item 13. ED 170 319

Test Interpretation

A Comparison of Title I Achievement Results Obtained Under USOE Models AI, CI and a Mixed Model. ED 170 370

Estimating Item Characteristic Curves. Final Report for Period March 1978 through September 1978. ED 170 328

Exploration Validity in Interest Measurement. ED 170 372

Intelligence and Intelligence Testing. Set 76. Number Two. Item 10. ED 170 318

Test Items

A Critical Review of Content Domain Specification/Item Generation Strategies for Criterion-Referenced Tests. ED 170 382

Influence of Item Direction on Student Responses in Attitude Assessment. ED 170 366

Instruments for Individual Assessment of Achievement. BTES. Beginning Teacher Evaluation Study. Technical Note Series. Technical Note III-3. Continuation of Phase IIIA. ED 170 304

Item Writing for Domain-Based Tests of Prose Learning. ED 170 365

Test Length

Some Guidelines for Determining the Length of Objectives-Based Criterion-Referenced Tests. ED 170 381

Test Reliability

Assessing Speaking and Writing Proficiency Via Samples of Behavior. ED 169 597

Test Results

The Effects of Immediate Feedback Versus Traditional No-Feedback in a Testing Situation. ED 170 371

Intelligence and Intelligence Testing. Set 76. Number Two. Item 10. ED 170 318

Project CDCC: Coloma Community School District, Coloma, Michigan. A Submission to the Joint Dissemination Review Panel. ED 169 245

A Survey of Professional Licensure Examinations in Texas. ED 169 867

Test Reviews

Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments. ED 170 351

Test Scoring Machines

Freestanding Complex Optical Scanners. ED 170 305

Test Selection

Measures of Non-Academic Functional Literacy in Children. An Evaluation of Available Instruments. ED 170 351

Selecting a Norm-Referenced Test. ESEA Title I Evaluation and Reporting System. Technical Paper No. 4. ED 170 337

Test Validity

Assessing Speaking and Writing Proficiency Via Samples of Behavior. ED 169 597

Can Assertiveness be Distinguished From Aggressiveness Using Self Report Data? ED 169 419

Exploration Validity in Interest Measurement. ED 170 372

Factor Analysis of the McDaniel Dating Questionnaire. ED 169 465

A Model for Developing Local Norms with a Standardized Achievement Measure for Use with Local Program Evaluation: Procedures and Effects. ED 170 332

Research on Methods of Synthetic Performance Testing. Final Report. ED 170 346

T-Unit Analysis in Second Language Research: Applications, Problems, and Limitations. ED 169 790

The Validity of District-Wide Test Means. ED 170 379

Test Wiseness

Do the Effects of Testwiseness Relate More to the Achievement of Remedial, Developmental, or Advanced Readers? ED 169 510

Texas

A Needs Assessment of Texas Child Care Administrators with Implications for Potential Training Strategies. ED 170 056

A Survey of Non-Traditional Credit in Texas. ED 170 008

A Survey of Professional Licensure Examinations in Texas. ED 169 867

The Texas Formula System. ED 169 811

Texas Assessment Project

Citizenship. A Statewide Assessment in Texas. ED 170 347

Textbook Bias

Guidelines for Using Racist/Sexist Materials in the Classroom. ED 170 429

Textbook Preparation

Designing Instructional Text. ED 169 915//

A Lesson from BSCS Experience. ED 170 255

Textbook Research

A Study to Determine the Reading Levels of the Math Texts in Grades 1 through 6 Published by Holt, Reinhart and Winston, Scott, Foresman and Field Education Publishers. ED 169 504

Textbooks

A Lesson from BSCS Experience. ED 170 255

A Study to Determine the Reading Levels of the Math Texts in Grades 1 through 6 Published by Holt, Reinhart and Winston, Scott, Foresman and Field Education Publishers. ED 169 504

Textile Fabrics

D.E. Fashion Merchandising. Fiber and Fabric Identification. Kit No. 46. Instructor's Manual and Student Learning Activity Guide. ED 169 335

Textile Fibers

D.E. Fashion Merchandising. Fiber and Fabric Identification. Kit No. 46. Instructor's Manual and Student Learning Activity Guide. ED 169 335

Textile Industry

A Profile of Union County, South Carolina. ED 170 075

Textiles Instruction

T & I Textiles, Cotton Boll. Kit No. 59. Instructor's Manual and Student Learning Activity Guide. ED 169 348

T & I Textiles, Weaver's Knot. Instructor's Manual and Student Activity Guide. ED 169 381

Theories

Journalism and Social Thought in Chicago: The Case for Symbolic Interactionism in the Study of Communications in America. ED 169 527

Oral Interpretation as Performing Performance. ED 169 571

The Role of Rhetoric in the Judicial Opinion: The Rhetoric of Boaventura De Sousa Santos. ED 169 569

Therapists

Perceptions of Therapist Self-Disclosure: An Analogue Study. ED 169 400

Thermal Environment

Fundamentals of Solar Heating. Correspondence Course. ED 170 122

Thought Processes

The Calculator's Effect on Children's Solution Processes. ED 170 166

Teacher Planning: A Simulation Study. ED 170 276

Tile Setting

T & I Tile Setting. Kit No. 79. Instructor's Manual and Student Learning Activity Guide. ED 169 368

Tinker v Des Moines Independent School District

Freedom of Speech Rights of Public School Students. ED 169 655//

Tlingit

Tongass Texts. ED 169 771

Tongass

Tongass Texts. ED 169 771

Tourism

Guidelines for Out-of-School Credit in Foreign Travel. ED 169 754

Trade and Industrial Education

Cabinetmaking. Kit No. 13. Instructor's Manual and Student Learning Activity Guide. ED 169 302

Cosmetology. Kit No. 3. Instructor's Manual and Student Learning Activity Guide. ED 169 292

Metal Work: Making an Adjustable C-Clamp. Kit No. 23. Instructor's Manual and Student Learning Activity Manual. ED 169 312

Occupational Program Inventory. Michigan Public Community & Junior Colleges. ED 169 997

Summary of Instructor's Indices for Prevocational Activities. A Guide to Organizing, Planning and Implementing a Prevocational Curriculum. ED 169 289

Surveys of Need for Office Design and Other Design Skills Among Former Interior Design Graduates and Employers of Designers. Volume IX, No. 15. ED 169 976

T & I Air Conditioning. Kit No. 82. Instructor's Manual and Student Learning Activity Guide. ED 169 371

T & I Air Conditioning, Refrigeration, and Heating Heating Units. Kit No. 87. Instructor's Manual and Student Learning Activity Guide. ED 169 376

T & I Arc Welding. Kit No. 86. Instructor's Manual and Student Learning Activity Guide. ED 169 375

T & I Auto Mechanics. Electrical System. Kit No. 48. Instructor's Manual and Student Learning Activity Guide. ED 169 337

T & I Automotive Body Repair. Kit No. 49. Instructor's Manual and Student Learning Activity Guide. ED 169 338

T & I Auto Service Repair. Kit No. 14. Instructor's Manual and Student Learning Activity Guide. ED 169 303

T & I Basic Electricity. Kit No. 4. Instructor's Manual and Student Learning Activity Guide. ED 169 293

T & I Block Masonry. Kit No. 81. Instructor's Manual and Student Learning Activity Guide. ED 169 370

T & I Brick Masonry II. Kit No. 80. Instructor's Manual and Student Learning Activity Guide. ED 169 369

T & I Building Construction, Safety. Kit No. 1. Instructor's Manual and Student Learning Activity Guide. ED 169 290

T & I Commercial Art. Kit No. 78. Instructor's Manual and Student Learning Activity Guide. ED 169 367

T & I Cosmetology, Skin Care. Kit No. 77. Instructor's Manual and Student Learning Activity Guide. ED 169 366

T & I Drafting and Design, Wood Plaque. Kit No. 11. Instructor's Manual and Student Learning Activity Guide. ED 169 300

T & I Drafting, Reading the Architect's Scale. Kit No. 16. Instructor's Manual and Student Learning Activity Guide. ED 169 305

T & I Electricity. Power. Kit No. 52. Instructor's Manual and Student Learning Activity Guide. ED 169 341

T & I Electronics. Kit No. 71. Instructor's Manual and Student Learning Activity Guide. ED 169 360

T & I Gas Welding. Kit No. 68. Instructor's Manual and Student Learning Activity Guide. ED 169 357

T & I Graphic Arts, Silk Screen Printing. Kit No. 60. Instructor's Manual and Student Learning Activity Guide. ED 169 349

T & I Graphics, Rubber Stamp. Kit No. 90. Instructor's Manual and Student Learning Activity Guide. ED 169 379

T & I Industrial Sewing. Making Decorative Pillows by Hand. Kit No. 47. Instructor's Manual and Student Learning Activity Guide. ED 169 336

T & I Machine Shop. Kit No. 83. Instructor's Manual and Student Learning Activity Guide. ED 169 372

T & I Masonry. Kit No. 10. Instructor's Manual and Student Learning Activity Guide. ED 169 299

T & I Metalworking, Forging. Kit No. 55. Instructor's Manual and Student Learning Activity Guide. ED 169 344

T & I Painting and Decorating. Kit No. 5. Instructor's Manual and Student Learning Activity Guide. ED 169 294

T & I Plumbing. Kit No. 67. Instructor's Manual and Student Learning Activity Guide. ED 169 356

T & I, Power Mechanics. Kit No. 35. Instructor's Manual and Student Learning Activity Guide. ED 169 324

T & I Radio and Television Repair. Kit No. 70. Instructor's Manual and Student Learning Activity Package. ED 169 359

T & I Sheet Metal. Kit No. 44. Instructor's Manual and Student Learning Activity Guide. ED 169 333

T & I Small Appliance Repair. Kit No. 30. Instructor's Manual and Student Learning Activity Guide. ED 169 319

T & I Small Engine Repair, the Ignition System. Kit No. 7. Instructor's Manual and Student Learning Activity Guide. ED 169 296

T & I Tailoring. Kit No. 50. Instructor's Manual and Student Learning Activity Guide. ED 169 339

T & I Textiles, Cotton Boll. Kit No. 59. Instructor's Manual and Student Learning Activity Guide. ED 169 348

T & I Textiles, Weaver's Knot. Instructor's Manual and Student Activity Guide. ED 169 381

T & I Tile Setting. Kit No. 79. Instructor's Manual and Student Learning Activity Guide. ED 169 368

Trade and Industrial Teachers

T & I Building Construction, Wall Section. Kit No. 40. Instructor's Manual and Student Learning Activity Guide. ED 169 329

Traditional Schools

The Quality of School Life in Experimental and Traditional Schools in Western Germany. ED 170 230

The Way of Tradition: Life in an Orthodox Jewish School. ACER Research Series No. 103. ED 170 202

Traffic Regulations

Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrest: Participant Manual. ED 169 213

Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrests: Planning Guide. ED 169 279

Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrests: Workshop Leader Outline (Instructor's Manual). ED 169 280

Traffic Safety

Graciela Camina a la Escuela (Graciela Walks to School). ED 170 096

Impact Study on Driving by Special Populations. Final Report, Volume I: Conduct of the Project and State of the Art. ED 169 735

Impact Study on Driving by Special Populations. Final Report. Volume II: A Guide for the Evaluation of Handicapped Drivers. ED 169 736

Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrest: Participant Manual. ED 169 213

Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrests: Planning Guide. ED 169 279

Police Management Training. Factors Influencing DWI Driving While Intoxicated Arrests: Workshop Leader Outline (Instructor's Manual). ED 169 280

Wisconsin Driver and Traffic Safety Education: Teacher Preparation Guide. Bulletin Number 7221. ED 169 382

Training

The Development of Time, Speed, and Distance Concepts. ED 170 062

Directory of Educational Programs for Adults Who Work With Children. ED 170 021

Foster Parenting. ED 170 049

Training Foster Parents to Serve Dependent Children. ED 169 424

Training Allowances

An Analysis of Government Training Contract Practices in Terms of Cost and Contingency Management Implications. ED 169 390

Training Techniques

Development and Evaluation of an Adaptive Computerized Training System (ACTS). R&D Report 78-1. ED 169 916

Didactic Group Training in Career Development for Psychology Undergraduates. ED 169 416

A Model for Teaching Rational Behavior Therapy in a Public School Setting. ED 169 415

Problems and Prospects in Training Psychologists to Consult with Physicians. ED 169 428

Social Skills Training in Epilepsy Rehabilitation. ED 169 396

Transfer of Training

Individual Learning Strategies: A Case Study of Three Hebrew Speakers Learning English as a Second Language. ED 169 783

Transfer Policy

A History of the Activities Which Lead to a Formal Articulation Policy for Higher Education in Oklahoma. ED 169 970

The Identification and Assessment of Competence: Phase II. Florida Competency-Based Articulation Project, Final Report, October 1977 through July 1978. ED 169 839

Transfer Programs

Follow-up Survey of Former Architecture Transfer Students. Volume IX, No. 13. ED 169 974

Transfers

Schooling and the American Indian High School Student. ED 170 081

Transfer Students

Analysis of Transfer Data of Former Harper Students at Senior Institutions. Volume IX, No. 18. ED 169 979

Articulation. ED 170 005

Follow-Up Study of Harper Transfer Alumni 1975 and 1977. Volume X, No. 1. ED 169 980

Student Retention and Graduation at North Carolina State University. ED 169 863

Transformation Generative Grammar

Modeling Universal Relationships in Passive Sentences. ED 169 789

Translation

Contrastive Analysis and the Translation of Idioms: Some Remarks on Contrasting Idioms. ED 169 791

Lenguaje y Ciencias (Language and Sciences), Vol. 17, No. 2. ED 169 746

Transportation

Transportation of Handicapped Children. ED 169 742

Travel

Going Abroad, Anyone? Grade 6. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Third Edition). ED 169 272

Guidelines for Out-of-School Credit in Foreign Travel. ED 169 754

Understanding Indian Treaties as Law. ED 170 085

Trend Analysis

Changes in the Structure of Work and the Sexual Composition of Occupations: 1870-1900. ED 170 184

Changing Values in Higher Education. AAHE-ERIC/Higher Education Research Currents, April 1979. ED 169 876

Corporate Management Invades Academe. ED 169 820

Educational Reform for a Changing Society: Anticipating Tomorrow's Schools. ED 169 671//

Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report V: The Value Attribution Process. Technical Report. ED 170 311

Revamping Core Curricula. AAHE-ERIC/Higher Education Research Currents, May 1979. ED 169 877

Salary Report #2. Principals and Assistant Principals. Administrative Information Report. ED 169 680

Tribes

The Proud Maasai. ED 170 233

True Scores

Estimating Item Characteristic Curves. Final Report for Period March 1978 through September 1978. ED 170 328

T Unit

T-Unit Analysis in Second Language Research: Applications, Problems, and Limitations. ED 169 790

Turn Taking

Form and Function in Mother-Toddler Conversational Turn-Taking, Occasional Paper No. 5. ED 169 787

Tutorial Programs

The Efficacy of Voluntary vs. Compulsory Tutorial Program ED 169 803

Typology

A Conceptual Typology of the Role of the University Attorney. ED 169 871

On the Psychological Reality of Text Types. Technical Report No. 91, July 1, 1978 through February 28, 1979. ED 169 489

Tzotzil

Of Wonders Wild and New: Dreams from Zinacantan. Smithsonian Contributions to Anthropology, No. 22. ED 169 785

Underachievers

The Efficacy of Voluntary vs. Compulsory Tutorial Program ED 169 803

A Preliminary Descriptive Study of Village Student English Language Ability in the Lake and Peninsula School District With Recommendations For Language Instruction. ED 169 784

Undergraduate Students

Assessing Speaking and Writing Proficiency Via Samples of Behavior. ED 169 597

Clinical Problem Solving Exercises for Pre-Clinical Medical Education: A Design, Implementation and Preliminary Evaluation. ED 169 830

Problems of Undergraduate Students on a Large University Campus: Comparisons on the Basis of Sex, Grades, Year in School, and Help Seeking. ED 169 847

Undergraduate Study

Chain of Choices, Paths of Inquiry. Renewal of Liberal Education. Executive Summary. ED 169 813

Revamping Core Curricula. AAHE-ERIC/Higher Education Research Currents, May 1979. ED 169 877

Undergraduate Public Policy Programs: Public Policy Studies as Liberal Education. Forum for Liberal Education, March 1979. ED 169 810

UNESCO

ALSED Round Table. Final Report. ED 169 782

Indonesia Innovation in the Management of Primary School Construction: A Case Study. Education Building Report 8. ED 170 017

Initial Survey of Foreign Language Teaching Policies, Facilities and Methodology in the Caribbean. Linguistic Documentation for the Developing Countries: Cases, Problems, Solutions, No. 5. ED 169 781

Teaching Second Language in Multilingual/Multicultural Contexts. ED 169 780

Ways and Means of Strengthening Information and Counselling Services for Adult Learners. Report of the International Symposium, May 22-27, 1977. ED 169 427

Unified Studies Programs

Unified Technical Concepts - Phase I. (Modularizing Instructional Materials Using Applications of Technical Concepts). Final Report. ED 169 222

Unions

Bargaining for Academic Democracy. ED 169 817

Management and Governance in the Two-Year College. ED 169 984

Unionism and Professionalism: Siblings? ED 169 816

Unions and the Academic Enterprise ED 169 818

United States

World of Work: Employment and American Economic System. Kit No. 27. Instructor's Manual. ED 169 316

United States History

Black Chronicle: An American History Textbook Supplement. ED 170 236

Changes in the Structure of Work and the Sexual Composition of Occupations: 1870-1900. ED 170 184

Furia y Muerte: Los Bandidos Chicanos (Fury and Death: The Chicano Bandits). Monograph No. 4, Aztlan Publications. ED 170 093//

Nathaniel Topliff Allen, Early Professional and 19th Century Risk Taker. ED 170 218

United States (Southwest)

Furia y Muerte: Los Bandidos Chicanos (Fury and Death: The Chicano Bandits). Monograph No. 4, Aztlan Publications. ED 170 093//

Units of Study

Ethnic Heritage Curriculum Guide, Grades K-6. ED 170 446

Ethnic Heritage Curriculum Guide, Grades 7-12. ED 170 447

University Libraries

Bibliographic Instruction Program. ED 169 890

Serials Manual, L. S. [illegible] Library. ED 169 879

Urban Areas

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume I. ED 170 434

Compilation of Reports on the 1978 Summer Youth Employment Program. Volume II. ED 170 435

Prejudice and Discrimination in the Urban Housing Market. Discussion Paper D77-9. ED 170 390//

Racial Discrimination in the Boston Housing Market. Discussion Paper D76-6. ED 170 386

School Library Supervision in Large Cities. Circular No. 775. ED 169 903

Urban Education

The Ignored, Untrained Teachers: Parents. ED 170 069

Operation and Management Profiles: A Multi-Dimensional Analysis of Successful Urban Educational Programs. ED 170 412

Search for Effective Schools: The Identification and Analysis of City Schools Schools That Are Instructionally Effective for Poor Children. ED 170 396

A Study of Selected Issues Involving Magnet Schools in Big City School Districts. ED 170 422

Urban Education Studies: Assimilation of Programs into Continuing District Operations. ED 170 413

Urban Education Studies

Operation and Management Profiles: A Multi-Dimensional Analysis of Successful Urban Educational Programs. ED 170 412

Urban Education Studies: Assimilation of Programs into Continuing District Operations. ED 170 413

Urban Environment

Interrelationships Among Curriculum and Instruction Variables and Learning Outcomes in Project P.E.A.C.E. ED 170 227

Urban Population

Assessment of Needs and Coping Mechanisms of Elderly Mexican Americans. ED 170 104

Urban Schools

Attracting Nonminority Students to Magnet Schools in Minority Neighborhoods. ED 170 423

The EXCEL Program for Excellence in Education: An Assessment. ED 170 404

Supports and Constraints to School-Community Relations in an Urban, Inner-City School. Symposium No. 4.01: Perspectives on School-Community Relations. ED 170 425

Urban Studies

Interrelationships Among Curriculum and Instruction Variables and Learning Outcomes in Project P.E.A.C.E. ED 170 227

Urban to Suburban Migration

The Quality of Municipal Services, Central City Decline, and Middle-Class Flight. Research Report R78-1. ED 170 393//

Use Studies

A Descriptive Study of Students Seeking Services at the N. C. State University Counseling Center. ED 169 844

The Determination of the Need to Revise the AGDEX Filing System and Its Market Potential. ED 169 278

The Effectiveness of the Washington Occupation Information Service (WOIS) as a Career Guidance Instrument for Youth Employment Training Program (YETP) Clients: An Evaluation of Training and Implementation in 21 Washington State Comprehensive Employment Training Act (CETA) Sites. ED 169 220

Uses and Users of Library Statistics of the National Center for Education Statistics. ED 169 881

USSR

Education of Ethnic and National Minorities in the USSR: A Report on Current Development. ED 170 224

Utah

A Status Report on Levels of Library and Information Services of Utah Libraries. ED 169 885

Validity

Basic Considerations in Assessing the Validity of Evaluation Designs. ED 170 369

Validity of Student Ratings of Faculty. Indiana Studies in Higher Education, Number Forty. ED 169 870

Values

Confluent/Humanistic/Affective Education: A Set of Bibliographies. ED 170 219

History of Ideas at Baker University. Position Paper II. Purpose and Content. ED 169 825

Introducing Students to the Western Tradition: An Interdisciplinary Approach. ED 169 824

Science, Technology, & Human Values, Issue No. 27, Spring 1979. ED 170 165

The Struggle for Human Rights: A Question of Values. Perspectives in World Order. ED 170 180

Teachers' Handbook for Exploring a Cluster of Work Values of Students, Parents and Teachers, on the Basis of Research Findings. ED 169 393

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Verbal Development

The Growth of Word Sense and Word Meaning. ED 170 061

Verbal Regulation of Behavior

The Functions of Private Speech in Preschool Children. ED 170 028

Verbal Stimuli

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Videotape Recordings

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Language Arts & Science Sample Career Education Activities, Grades 7-12. Community Resources. ED 169 234
Language Arts & Science Sample Career Education Activities, Grades 7-12. Instructional Materials. ED 169 236
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Pet Industry. Grade 2. One in a Series of Career Development Curriculum Units for the Elementary Classroom. (Second Edition). ED 169 259
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Ten Ways to Improve NIE Development Efforts. ED 170 261

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Bilingual/Bicultural Education Update of Lau v. Nichols. ED 169 652//

Burden of Proof The Controlling Principle in Applying the First and Fourteenth Amendments. ED 169 640//

Can Affirmative Action Plans Be Justified under the Compelling Interest Clause of the Fourteenth Amendment? ED 169 646//

Church-State Relationship Recent Developments. ED 169 643//

Collectively Bargained Approaches to Declining School Enrollment. ED 169 650//

The Courts and the Out-of-School Activities of Teachers. ED 169 658//

Employee Nonreappointment: What Constitutes a Stigma? ED 169 637//

Freedom of Speech Rights of Public School Students. ED 169 655//

Homosexuality, the Law, and Public Schools. ED 169 647//

The Imagination of Students Is Not Always Free Speech. ED 169 656//

Legal Aspects of Declining Enrollment. ED 169 649//

Negative Statements in Letters of Recommendation: From Defamation to Defense. ED 169 657//

New Rules of Evidence in School Desegregation Cases before the United States Supreme Court. ED 169 645//

Recent Court Decisions on Collective Bargaining in the Public Sector. ED 169 636//

Recent Developments in Sex Discrimination Litigation. ED 169 638//

Reverse Discrimination: Recent Cases. ED 169 639//

School Law Update 1977. ED 169 635

Search and Seizure in Higher Education. ED 169 651//

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